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ABSTRACT

Thirty-four Hispanic bibliographic projects were surveyed to determine possible members of a consortium that could establish a Hispanic data base. Sixty-five percent of the projects focus on Hispanics in the United States ("primary" projects), thus filling a need not met by traditional bibliographic institutions. Most have professional and non-professional bilingual staff and generally provide a wide range of services for local Hispanics and some researchers. Collections, either general or specific, include monographs, dissertations, periodicals, and government documents, usually catalogued by the Library of Congress system. Materials are accessed physically--or by circulation, interlibrary loan, or reference services. Usually associated with institutions of higher learning, the projects receive state funds. Facilities and equipment are often inadequate. None of the projects has complete Hispanic resources nor comprehensive bibliographic indexes for its collection. A Consortium of Hispanic Projects is needed to establish a comprehensive bibliographic tool to maximize access to the materials collected by the projects and by other relevant data bases. Consortium membership criteria include: primary project status; one professional staff member; a catalogued collection of at least 2,000 items in a set location; and a willingness to support the consortium. Specific projects are recommended for membership. (SB)

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National Chicano Research Network

# HISPANIC BIBLIOGRAPHIC PROJECTS: A SURVEY

June 8, 1979

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Hispanic Bibliography and Information
Storage and Retrieval Project

Richard Chabran, Pilot Project Manager

JUL 1979
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"We believe that information should be open to all citizens in matters of immediate and crucial importance to them; we believe that information is essential to the educational process of inquiry, analysis, and the responsible expression of opinion."

"As in the economy, in politics those systems have become so intricate and complex that we are invited to believe that we are mentally incapable of grasping them and bending them to our values as a society.

I question this proposition. Nothing devised by human minds is so complex that other minds may not simplify it. The difficulty is not that we are not capable of getting at them rationally, but that the contrivers of them in the first place have become the deciders and controllers as well."

Statement submitted to the Committee on Banking, Currency and Housing. U.S. House of Representatives by Ernesto Galarza. Washington, D.C. September 26, 1976.

DOCUMENTING HISPANICS IN THE U.S.

The history of a people can be written from varying perspectives. Historians, social scientists, those in the humanities, governmental researchers, labor leaders, and the general public are all contributors to the historical documentation of the Hispanic Experience. These contributions often involve the generation of primary data and the identification of primary sources, the analysis and synthesis of published works, and the development of creative works focused on Hispanics.

Those involved in researching Hispanics often begin their research process by investigating the holdings of some information system (i.e. libraries, archives, personal files, etc.). All too often, however, the information sought is not readily accessible or it has not traditionally been considered worthy of storage in these systems. Other minorities have often pointed out this problem.

> There has been a paucity of literature on the role of the curator or librarian...who administers Afro-American Collections, for essentially two reasons. The first was the flagrant lack of interest predominantly white institutions had in attempting to collect and preserve black history and culture. Only with a few rare exceptions did white librarians actively seek to acquire materials on Afro-Americans. Shockley, Ann Allen. "The Role of the Curator of Afro-American Collections," Handbook on Black Librarianship, Compiled by E.J. Josey and Ann Allen Shockley, Littleton, Colorado, Libraries Unlimited, 1977.

This same statement is being echoed by Hispanic academics and librarians today.

As one examines Hispanic newspapers from the early nineteen-hundreds and views the tremendous amount of intellectual activity in the Hispanic communities, and then turns to examine the Hispanic collections of traditional libraries, one usually comes up with very little. Why? There are two contrasting and opposing views for the lack of recognition of the importance of chronicling the Hispanic experience. The first suggests that Chicanos are only recently making a contribution to the literary field. As reflected by the following:

> In the past, then, no Mexican-American has been equipped or inclined to contribute to American literature. However, as the last six stories that I have mentioned indicate, this is a condition that is rapidly changing: All of them were written within the last two decades by Mexican-Americans. Simmens, Edward, The Chicano, From Caricature to Self Portrait, New York, New American Library, 1971, p.25.

The second perspective argues that Hispanics have been contributing for centuries both through literature and other traditions. Yet the volume and richness of these contributions have been institutionally ignored.

> The literary historian, as a consequence, needs recourse to newspapers, family archives, chapbooks, and to the rich repertory accessible through oral tradition. The key assumptions, then, are that Chicano literature indeed has a history, and that it has special characteristics deriving from the specific social particularties of that history. Sommers, Joseph. "From the Critical Premise to the Product, Critical Modes and Their Application to a Chicano Literary Text," The New Scholar, 1977, p.52.

If one accepts the first view, which is representatvie of the majority of recently published articles, books, dissertations, you might get the idea that the Hispanic community had no interest in, or mechanisms to document their history.[1] Current research that other scholars are producing is reflective of the latter statement.[2] This second position clearly shows a high level of intellectual activity covering every aspect of Hispanic life. These scholars make use of both print and non-print materials that are not usually found in traditional libraries. Referring to the use of the oral tradition by Americo Paredes in his study of Gregorio Cortez,[3] Guillermo Hernandez points out that:

> This work demonstrates how traditional bibliographical sources, often providing limited and standardizeo conceptions of the Chicano, hardly approach the wealth of information and framework of analysis available through Chicano documentation.

In his own work, Canciones De La Raza,[4] Guillermo Hernandez makes extensive use of recordings and newspapers which are rarely found in traditional libraries. The lack of importance of the oral tradition in this society is no doubt a contributing factor for its relative absence in libraries. Additionally, the fact that most printed materials were in Spanish prevented libraries from realizing their value. Then again, librarians may have seen such material as outside of their domain so they did not as a rule seek out the materials. Whatever the reason, it is apparent that the variety of both print and non-print material which was developed in the Hispanic community rarely found its was to traditional libraries. Even today, during a period which is increasingly sensitive to minority history, negligence on the part of libraries in both the collection and preservation of Hispanic materials continues. The impact of this situation on scholarly research goes back over hundreds of years, and continues today. Many of the new generation of scholars are just now beginning to find that they were not the first to write about the Hispanic experience.

The generation of new data on Hispanics is making significant progress in the areas of survey research, oral history and ethnography. Noteworthy among these are the National Chicano Survey and the upcoming U.S. census which will provide for the first time information concerning Hispanics on a national scale.

The effect of the current lack of bibliographical apparatus on graduate studies was demonstrated recently when I attended a lecture given by a graduate student from a medium size university in the Southwest. Although the individual seemed to be a conscientious graduate student, she did not mention a recently completed dissertation directly related to her research. Knowledge of this work would have significantly contributed to her sutdy. This demonstrates how an effective bibliographical system is vital for researchers and graduate students. The lack of such a communication system causes duplication of research and/or faulty conclusions.[5] In spite of the difficulties that libraries have posed to scholars, they have managed to find, through great effort (and sometimes by accident) a significant amount of materials in various libraries and depositories throughout the country. Additionally Hispanic scholars such as George Sanchez, and Carlos Castaneda,[6] are among the many notable scholars who have made special efforts to identify documents that would probably have been otherwise lost.

The 1960's brought the creation of Hispanic Studies as academic centers, programs and departments. Library materials to support curriculum and research was one of the prime reasons for the developmnet of special collections for Chicanos and Puerto Ricans. As will be noted below many of these have concentrated on current publications, usually monographs, rather than serials and archives and other non-traditional forms of data. Another development has been the creation of both formal and informal networks which either share information on Hispanics or provide information (or other access) to Hispanic collections.

As implied above, the documentation of the Hispanic experience must involve the collection and search of a variety of sources. What follows is an attempt to gather information on a few bibliographic projects of the library and academic community which have been identified as resources for the growing interest in Hispanic research.

## FOOTNOTES

1. "Ladies and gentlemen, our people in the United States were dormant, passive and ever submissive until approximately World War II, when the Hispanic American began..." Valdes, Daniel. "The New Hispanic Ethic?" La Luz Vol. 7, no. 12 (December 1978) p.11.

2. Rodriguez, Juan and Clara Lomas. Documentos Para La Investigacion De La Historia Literaria Chicana, Cronicas Diabolicas, Los Cuadros de Costumbre (1916-1926) de Jorge Ulica, Berkeley, Chicano Studies Library forthcoming.

3. Paredes, Americo. With a Pistol in his Hand: A Border Ballad and Its Hero, Austin, University of Texas Press, 1958.

4. Hernandez, Guillermo, "Canciones de la Raza, songs of the Chicano Experience," Fuego de Aztlan special issue, 1978.

5. The following works discuss faulty conclusions resulting from the distortion of historical facts. Romano, Octavio Ignacio. "The Anthropology and Sociology of the Mexican Americans: The Distortion of Mexican American History," El Grito Vol. 11, No. 1, (Fall 1968), pp. 13-26. Tomas Almaguer in Interpreting Chicano History: The World System Approach to 19th Century California, Berkeley, Institute for the Study of Social Change, 1977 states: "One notable result has been the increase in the number of Chicano social scientists from such fields as political science, sociology, economics and anthropology who have begun to use historical materials to develop a more integrated, 'historically conscious' social science."

6. Raymond Padilla cites these scholars among other Chicanos who have played an important role in bibliographic research on the Chicano. "Apuntes Para la Documentacion de la Cultura Chicana" El Grito; Vol. 5, No. 2 (Winter 1971-72) pp. 1-46.

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# INTRODUCTION

## THE SURVEY

The Hispanic Bibliography and Information Storage and Retrieval Project conducted a survey of Hispanic information projects in order to determine possible members of a Hispanic consortium of projects that could establish a Hispanic Data Base. The survey seeks to identify and provide basic information on projects which have made significant efforts to improve access to research materials by and about Hispanics.

### Methodology

A list of known bibliographic projects (that focused on Hispanic information) was compiled by the Hispanic Bibliography Project and sent to the participants of the Project. Participants were asked to add projects that were missing. Additional names were then added to the list. A questionnaire was then developed by the Project staff in conjunction with the participants. Questionnaires were directed to 74 information projects throughout the United States.

### Followup

Two weeks after mailing the questionnaires reminders were sent to projects which had not responded. At this time, the Project staff compiled two lists. The first contained bibliographic projects identified as being of significant importance to our Project. The second, identified those that were of probable importance to our efforts. One week after the deadline for the return of the questionnaire these latter two groups were called. As of this writing we had received 41 replies. 59% or 39 were completed questionnaires.

### Findings

The findings of the survey will result in two products. The first is this report which is a profile and brief analysis of Hispanic bibliographic projects. The second will be a directory of Hispanic bibliographic projects.

This report will be broken down into the following sections: Presentation of Data; Summary of Data; Recommendations.

### Related Projects

In 1975 the Chicano Studies Library at U.C. Berkeley hosted The Roundtable Dicussion on Chicano libraries. A small directory of known Chicano collections in California was compiled for this meeting by Richard Chabran. In 1977 Roberto Urzua compiled a listing of Chicano collections for his article "Chicano libraries, Special collections, Projects, An Overview," Library Services to Mexican Americans, Policies, Practices and Prospects, edited by Roberto Urzua, Martha P. Cotera, Emma Gonzalez Stupp, Las Cruces, ERIC/CRESS, 1978. The following guides also contain information on Hispanic collections:

Ash, Lee Subject collections, New York, Bowker, 1974.

Directory of special libraries and information centers, edited by Margaret Labash Young, Harold Chester Young and Anthony Kruzas, 4th edition, Detroit, Gale Research Company, 1977.

Dumaux, Sally Ethnic and National Collections in the Los Angeles area, compiled by Sally Dumaux, Southern California Answering Network, Los Angeles Public Library, 1978.

Shapiro, Beth Directory of Ethnic Publishers and Resource Organizations Chicago, Office of library services to Disadvantaged, ALA, 1976.

Wynar, Lubomyr Roman Guide to Ethnic museums, libraries, and archives The United States, Kent, Ohio, Program for the study of Ethnic Publications, School of Library Science, Kent State University, 1978.

Currently, the California Ethnic Services Task Force is conducting a survey of ethnic collections in California. The survey consists of questionnaires, and on-site visits. The Hispanic Bibliography Project staff assisted in the development of the questionnaire. Results of this survey will be shared with the Hispanic Bibliography Project. Arnulfo Trejo has also surveyed members of the BUSUCLA consortium. The Project has requested the results of this survey but no reply has been received. The National Council of La Raza is also planning to survey information projects in the United States.

Limitations

This survey was done primarily to identify current major efforts focused on improving access to documentation on Hispanics in the U.S. Since the survey was sent out several other collections have been identified. The current survey also excluded libraries which were Western Americana, Latin American and those with personal or corporate papers of Hispanics unless they were part of a Hispanic information project. Information on important Western Americana collections, libraries with relevant personal and corporate papers, libraries that did not return questionnaires and libraries recently identified will be included in the Directory of Hispanic Bibliographic Projects.

Hopefully the efforts of the Ethnic Studies Services Task Force and the National Council of La Raza will shed some additional light on the projects not surveyed, as well as some of the questions that this survey raises.

## I. PRESENTATION OF DATA

The information produced by the survey will be broken down into the following catagories:

- General
- Date of Origin
- Staff
- Clientele
- Services
- Organizational Characteristics
- Collections
- Bibliographic Access
- Circulation
- Reference Services
- Facilities and Equipment
- Automated Services

Within each section relevant charts will be presented and briefly discussed.

### GENERAL

The Presentation of the various items in the questionnaire is not always complete because the respondents did not always answer all the questions. Of the responses we received seven questionnaires were discarded. Five responses revealed that they were either a museum, bookstore, organization, or national park, and did not consider themselves a bibliographic project. An additional two were excluded because they sent in letters without the questionnaire. The following presentation is then based on 34 information projects or 46% of the questionnaires we originally mailed out.

The response to the questionnaire revealed that bibliographic projects can be catagorized as:

- Collection Development and Reference units (collection integrated into main collection)
- Bibliographic units
- Separate collections
- Parts of Special collections
- Separate libraries

Although all respondents reported some material on Hispanics in the U.S., Table 2 delineates the primary focus of the respondents activities. As the chart shows nearly 35% of the projects surveyed do not primarily focus on Hispanics in the U.S. Their primary focus is either Ethnic, Region, Latin America, and material from Spain. Although variables such as collection policy, time span, unique collections and subject strength in collection allow us to determine the primary focus of a collection they do not allow us to determine the % of Hispanic materials in the U.S. in any given collection. For this reason many times the results of the survey for projects whose primary focus is not Hispanics in the U.S. will not be included in the results. Throughout the survey projects with a emphasis on Hispanics in the U.S. will be referred to as "Primary" projects while those with other emphasis will be referred to as "Secondary" projects.

Table 1

COLLECTION SURVEYED -

| Project | Code |
|---|---|
| Biblioteca del Centro de Estudios Puertorriquenos | NNR-CEP |
| Biblioteca Manuel Alonso | NR-BMA |
| Chicano Collection | CSDS-CC |
| Chicano Reference Library | CST-CRL |
| Chicano Resource Center | CL-CRC |
| Chicano Services | TXU-EP-CS |
| Chicano Studies Collection | AZU-CSC |
| Chicano Studies Periodical Project | CU-CPIP |
| Chicano Studies Library | CU-CHIC |
| Chicano Studies Research Library | CLU-CSRL |
| Coleccion Tloque Nahuaque | CU-SB-CTN |
| Community Resource Library | COMEXAZ |
| Ethnic Studies Section | NMU-ES |
| Institute of Oral History | TXU-EP-IOH |
| Mexican American Library Project | TXU-MALP |
| National Chicano Mental Health Library | MIU-NCMH |
| Oviatt Library | CNOS |
| Policy Studies Library | MALDEF |
| Social Work Library | CLSU-SOC |
| Spanish Speaking Mental Health Research Center | CLU-SSMHRC |
| Pajarito Publications | PP |
| Mexico and Southwest Collection | MSWC |
| BABEL Media Center | BABEL |
| Biblioteca Latino Americana | BLA |
| Latin American Library | LAL |
| LIBRO | NJR-LIBRO |
| New Mexico Museum | NMM |
| Pasadena Public Library | PPL |
| Proyecto Leer | LEER |
| Shattuck Library | SHAT |
| Tucson Museum of Art | TUCS |
| Alameda | ALAM |
| Hispanic Society of America Library | HSAL |
| Hispanic Urban Center | HUC |

Table 2

PRIMARY FOCUS OF LIBRARIES SURVEYED

HISPANICS IN U.S.

| | | | |
|---|---|---|---|
| NNR-CEP | AZU-CSC | NMU-ES | CLSU-SOC |
| NR-BMA | CU-CPIP | TXU-EP-IOH | CLU-SSMHRC |
| CSDS-CC | CU-CHIC | TXU-MALP | PP |
| CST-CRL | CLU-CSRL | MIU-NCMH | MSWC |
| CL-CRC | CU-SB-CTN | CNOS | |
| TXU-EP-CS | COMEXAZ | MALDEF | |

SECONDARY

| HISPANICS OUTSIDE U.S. | | REGIONAL | ETHNIC IN U.S. |
|---|---|---|---|
| BABEL | LEER | TUCS | HUC |
| BLA | SHAT | MNM | |
| LAL | ALAM | | |
| NJR-LIBRO | HSAL | | |
| PPL | | | |

DATE OF ORIGIN

Table 3 shows us the founding date for each collection. Table 4 breaks this down into Hispanics in U.S. (primary) and those who are not primarily Hispanic in U.S. (secondary). The primary projects start in 1969. This corresponds with the civil rights movement and the development of Ethnic Studies Programs and the initiation of several research projects concerning Hispanics.

The secondary Hispanic projects can be divided into three groups; those libraries that serve as regional depositories, Latin America collections, and libraries that were established to serve Spanish Speaking people. The material in this latter group usually does not deal with the Hispanic experience in the U.S. but is imported literature from elsewhere.

Table 3

PROJECT BY YEAR OF ORIGIN

| Year | Project | Year | Project |
|---|---|---|---|
| 1880 | NMM | 1972 | MSWC |
| 1890 | PPL | | TXU-EP-IOH |
| 1904 | HSAL | | COMEXAZ |
| 1961 | SHAT | | NR-BMA |
| 1966 | LAL | | BABEL |
| 1967 | LEER | 1973 | NNR-CEP |
| 1969 | CU-CHIC | | CLU-SSMHRC |
| | CLU-CSRL | | PP |
| 1970 | CSDS-CC | 1974 | TUCS |
| | AZU-CSC | | TXU-MALP |
| 1971 | CU-SB-CTN | 1976 | BLA |
| | TXU-EP-CS | | CL-CRC |
| | CST-CRL | 1977 | MIU-NCMH |
| | HUC | | MALDEF |
| | | | ALAM |
| | | 1978 | CU-CPIP |
| | | 1979 | NJR-LIBRO |

Table 4

YEAR OF ORIGIN BY CATAGORY

| Year of Origin | Primary | Secondary |
|---|---|---|
| 1880 | | 1 |
| 1890 | | 1 |
| 1904 | | 1 |
| 1961 | | 1 |
| 1966 | | 1 |
| 1967 | | 1 |
| 1969 | 2 | |
| 1970 | 2 | |
| 1971 | 3 | 1 |
| 1972 | 4 | 1 |
| 1973 | 3 | |
| 1974 | 1 | 1 |
| 1976 | 1 | 1 |
| 1977 | 2 | 1 |
| 1978 | 1 | |
| 1979 | | 1 |
| Total | 19 | 12 |

## STAFF

### Professional Staff

There are many problems in determing the number of professional staff. Professional staff as reflected in Table 5 is all those individuals who are not temporary workers and have a BA or above*. Professional was defined this way because there are many people who have extensive experience in library procedures yet do not have an MLS or MSLS. Additionally because of the flooded job market many people with MLS's are working as staff. Twenty projects reported having professional staff. There is an average of 1.4 professionals working in the twenty two primary projects. Based on a sample of 12 projects the average FTE is 1.22. The degrees that these professionals hold range from BA's to

Table 5

PROFESSIONAL STAFF

| Primary | | | Secondary | | |
|---|---|---|---|---|---|
| Project | # | Bilingual | Project | # | Bilingual |
| NNR-CEP | 2 | 2 X | BLA | 4 | 2 X, 2 0 |
| NR-BMA | 1 | 1 X | NMM | 1 | 1 0 |
| CSDS-CC | 2 | 2 X | LAL | 3 | 1 X, 2 0 |
| CI-CRC | 1 | 1 X | NJR-LIBRO | 3 | 3 X |
| TXU-EP-CS | 2 | 2 X | LEER | 1 | 1 X |
| AZU-CSC | 1 | 1 X | SHAT | 1 | 1 X |
| CU-CPIP | 1 | 1 X | TUCS | 5 | 5 X |
| CU-CHIC | 2 | 2 X | ALAM | 2 | 1 X, 1 0 |
| CLU-CSRL | 1 | 1 X | HSAL | 8 | 5 X, 3 0 |
| CU-SB-CTN | 1 | 1 X | HUC | 3 | 3 X |
| NMU-ES | 1 | 1 X | | 31 | 22 X |
| TXU-EP-IOH | 2 | 2 X | | | 70% |
| TXU-MALP | 2 | 2 X | | | |
| MIU-NCMH | 1 | 1 0 | | | |
| CNOS | 1 | 1 X | | | |
| MALDEF | 2 | 2 X | | | |
| CLSU-SOC | 1 | 1 0 | | | |
| CLU-SSMHRC | 3 | 2 X, 1 0 | | | |
| PP | 2 | 2 X | | | |
| MSWC | 2 | 2 X | | | |
| | 31 | 28 X | | | |
| | | 90% | | | |

NOTE: all x's equal yes, all 0's equal no (10 means that their one staff does not speak any Spanish)

Ph D's. The majority however hold MLS or MSLS. Over 90% of these professionals indicated some knowledge of Spanish. Most of these individuals occupy middle and entry positions. Ten secondary projects reported professional staff. There is an average of 2.58 individuals per project. In sufficient information does not allow us to project the FTE for this group. The majority of this group have MAs. Most individuals are at middle level and 70% reported some knowledge of Spanish.

* Professional staff includes only those individuals engaged in programming, selection and description of materials, bibliographic work and prepatory functions

Non-Professional Staff

Non Professional Staff (Table 6) are those individuals who do not hold a BA degree or above. They most often serve as supportive personnel for professionals and in a few cases run the library. Eight primary projects reported having non-professional staff. There is an average .45 individuals working in the twenty two primary projects. This is an indication that many projects do not have occassional staff. Based on a sample of 5 libraries the average FTE is 1.0. Seventy percent of these individuals indicated some knowledge of Spanish. Most occupy entry and middle level positions. Eight secondary projects reported non-professional staff. The average number of individuals per project is 1.66. Not enough information was given to allow us to estimate FTE. The majority of this group is at entry level positions and 78% reported some knowledge of Spanish.

Occassional Staff

This catagory (Table 7) includes work study students, and other occassional staff that are employed only temporarily. Fourteen libraries reported occassional staff. There is an average of 1.90 occassional staff per project. Based on a sample there is 1.82 FTE allotted to occassional staff. This suggest that many of these primary libraries are heavily staffed by students. Based on visits to some of the projects surveyed this seems to be a general pattern. Some of the occassional staff hold degrees but the majority are undergraduate students. Most hold entry and middle level positions. Eighty percent indicated some knowledge of Spanish. There is insufficient information to report on secondary projects occassional staff. This may indicate the lack of use of occassional staff.

Table 6

NON PROFESSIONAL STAFF

| Primary | | | Secondary | | |
|---|---|---|---|---|---|
| Project | # | Bilingual | Project | # | Bilingual |
| NNR-CEP | 1 | 1 X | BABEL | 2 | 2 X |
| NR-BMA | 1 | 1 X | BLA | 1 | 1 X |
| CL-CRC | 1 | 1 0 | NMM | 2 | * |
| CLU-CSRL | 1 | 1 X | NJR-[illegible]IBRO | 1 | 1 X |
| CU-SB-CTN | 1 | 1 X | LEER | 1 | 1 X |
| NMU-ES | 2 | 2 0 | LAL | 3 | 3 X |
| TXU-MALP | 2 | 2 X | HSAL | 2 | 1 X, 1 0 |
| CLU-SSMHRC | 1 | 1 X | HUC | 2 | 2 X |
| | 10 | 7 yes<br>70% | | | 11 yes<br>78% |

Table 7

OCCASSIONAL STAFF - PRIMARY

| Project | # | Bilingual |
|---|---|---|
| CSDS-CC | 4 | 4 X |
| CST-CRL | 7 | 7 X |
| TXU-EP-CS | 4 | 4 X |
| AZU-CSC | 1 | 1 X |
| CU-CHIC | 6 | 6 X |
| CLU-CSRL | 4 | 3 X, 1 0 |
| CU-SB-CTN | 2 | 2 X |
| COMEXAZ | 1 | 1 X |
| NMU-ES | 2 | 1 X, 1 0 |
| TXU-EP-IOH | 3 | 3 X |
| MIU-NCMH | 1 | 1 0 |
| CLSU-SOC | 2 | 2 0 |
| CLU-SSMHRC | 4 | 1 X, 3 0 |
| MSWC | 1 | 1 X |
| | 42 | 34 yes<br>80% |

## CLIENTELE

### Clientele Served

Table 8 shows the clientele which each primary project serves. It is interesting to note that some academic projects give special attention to their faculty and students. Many of the projects in this group see their function as serving as broad a sector of the society as possible. The fact that these projects see themselves as serving all of the groups named in Table 8 should not be interpreted as meaning that the public makes wide use of these projects. Most of these projects have put a substantial part of there resources in developing their collections. One result of this is that some projects have not put any energy into publicizing their services, or creating networks.

Table 8 shows the clientele which each secondary project serves. Here again the clientele is from diverse groups. Unlike the primary projects there is little special emphasis for their clientele. Additionally this group is composed mostly of public and private projects that are not associated with institutions of higher education.

### # Of Users

The average # of users of primary projects based on twelve responses is 30 per day (Table 9). The percentage of Hispanic users is 77%. The fact that many of these libraries are relatively new may account for both the number of daily users and the high number of Hispanic users. One project has reported an increase of non-Hispanic users since they became included in a statewide union list. It may safely be assumed that most non-Hispanic scholars do not know about these projects. Another factor which influences both the number of users and the percent of Hispanic users is that many of these projects provide a place for Hispanics to gather. Since 12 of the 15 projects responded to this item are associated with curriculum and/or research projects concerning Hispanics, this is a major source of users. The average number of users in secondary projects is 28 with 24% of that group being Hispanic. The fact that two of these projects are part of professional societies, may suggest that these societies have few Hispanics members or are not well situated. Two other libraries are used primarily by teachers. One is a regional library and one a demonstration of library materials. Three are public libraries. The low level of Hispanic users may be attributed to the lack of a ready formed group like those in universities. The general public may not use the public libraries.

### Area Served

These projects are most commonly open between 9 and 5 Monday through Friday with a few projects open in the evening and Saturday. This is a limitation for those individuals who cannot use the library during these hours. The area each project serves is indicated in Table 10. As one might expect the majority of the libraries serve their own community. As these projects become more developed they serve a wider area. Geographic location and institutional affilation are factors in determing the community served. Both Berkeley and UCLA have a good opportunity to attract international scholars. The secondary projects in Table 10 are similar to the primary projects in area served.

Table 8

CLIENTELE SERVED A - PRIMARY

E= emphasis in service

| Project | Researchers | Faculty | Graduate Student | UG | Public | Other |
|---|---|---|---|---|---|---|
| NNR-CEP | X | X | X | X | X | |
| NR-BMA | X | X | X | X | E | |
| CSDS-CC | X | X | X | X | X | |
| CST-CRL | X | X | X | E | X | |
| CLU-CRC | X | X | X | X | X | |
| TXU-EP-CS | X | E | E | X | X | X |
| AZU-CSC | E | E | E | E | X | X |
| CU-CPIP | X | X | X | X | X | |
| CU-CHIC | X | X | X | X | X | |
| CLU-CSRL | E | E | E | X | X | X |
| CU-SB-CTN | X | E | E | E | X | |
| COMEXAZ | X | | | | | |
| NMU-ES | X | X | X | X | | |
| TXU-EP-IOH | E | X | X | X | X | |
| TXU-MALP | X | E | E | E | X | X |
| MIU-HCMH | E | X | X | X | X | |
| CNOS | X | E | E | E | X | X |
| MALDEF | X | | | | | |
| CLSU-SOC | X | E | E | E | | |
| CLU-SSMHRC | X | X | X | | X | |
| PP | X | X | X | X | X | E |
| MSWC | X | X | X | X | X | X |

CLIENTELE SERVED SECONDARY

| | | | | | | |
|---|---|---|---|---|---|---|
| BABEL | X | X | X | X | X | |
| BLA | | X | X | X | X | |
| NMM | X | X | X | X | X | X |
| LAL | X | | X | X | E | |
| NJR-LIBRO | | | E | | | |
| PPL | X | X | X | X | X | X |
| LEER | X | X | | | | E |
| SHAT | X | X | X | X | X | |
| TUCS | X | X | X | X | X | |
| ALAM | | | | | X | |
| HSAL | X | E | E | X | X | X |
| HUC | X | X | X | X | X | E |

Table 9

CLIENTELE SERVED B - PRIMARY

| Project | # of daily users | % of Hispanic users |
|---|---|---|
| NNR-CEP | 20 | 90 |
| NR-BMA | 10 | 99 |
| CSDS-CC | 50 | 90 |
| CST-CRL | 30 | 96 |
| CL-CRC | 25 | 95 |
| TXU-EP-CS | 30 | 60 |
| AZU-CSC | 50 | 75 |
| CU-CHIC | 80 | 90 |
| CLU-CSRL | 50 | 50 |
| CU-SB-CTN | 75 | 85 |
| COMEXAZ | | 75 |
| NMU-ES | 10 | 50 |
| TXU-EP-IOH | | 50 |
| MIU-NCMH | 5 | 95 |
| MALDEF | 4 | 85 |
| CLU-SSMHRC | 3 | 75 |
| PP | | 50 |
| MSWC | 20 | 80 |
| Average # | 30 | 77% |

CLIENTELE SERVED SECONDARY

| | | |
|---|---|---|
| BABEL | 20 | 50 |
| BLA | 20 | |
| NMM | 5 | |
| LAL | 100 | 50 |
| PPL | 25 | 3 |
| LEER | 2 | |
| SHAT | 6 | 20 |
| HSAL | 30 | 33 |
| HUC | 45 | 10 |
| Average # | 28 | 24% |

Table 10

AREA SERVED - PRIMARY

| Project | City | State | Regional | National | International |
|---|---|---|---|---|---|
| NNR-CEP | X | | | | |
| NR-BMA | | X | | X | |
| CSDS-CC | X | X | | | |
| CST-CRL | X | X | | | |
| CL-CRC | X | X | X | | |
| TXU-EP-CS | X | | | | |
| AZU-CSC | X | X | X | X | |
| CU-CPIP | | | | X | |
| CU-CHIC | X | X | X | X | X |
| CLU-CSRL | X | X | X | X | X |
| CU-SB-CTN | X | | X | | |
| COMEXAZ | | | X | | |
| NMU-ES | | | X | | |
| TXU-EP-IOH | X | X | X | X | |
| TXU-MALP | X | X | X | X | |
| MIU-NCMH | X | | | | |
| CNOS | X | X | X | X | |
| MALDEF | | | | X | |
| CLSU-SOC | X | | | | |
| CLU-SSMHRC | | | | X | |
| PP | X | X | X | X | |
| MSWC | X | X | X | | |
| % | 77 | .50 | .59 | .45 | .09 |

Table 10 Con't
AREA SERVED - SECONDARY

| Project | City | State | Regional | National | International |
|---|---|---|---|---|---|
| BABEL | | | | X | |
| BLA | X | X | | | |
| NMM | X | X | X | X | X |
| LAL | X | X | X | | |
| NJR-LIBRO | | | X | | |
| PPL | X | X | | | |
| LEER | | | | X | |
| SHAT | X | X | X | X | |
| TUCS | X | X | X | | |
| ALAM | X | X | X | | |
| HSAL | X | X | X | X | X |
| HUC | X | | | | |
| % | .75 | .66 | .58 | .41 | .16 |

## SERVICES

Both primary and secondary projects show a wide range of services, some of which are not incorporated into traditional libraries. This is important when the small budgets of these projects is considered. Outstanding in both primary and secondary projects is the high level of activity in publishing. This points to the need to distribute timely information on Hispanic materials and also the need to provide access to existing information.

## ORGANIZATIONAL CHARACTERISTICS

### Primary Function

No explanation for the selection of terms was given in the survey and respondents may have interpreted such terms as Information and Referral Center and Clearinghouse in different ways. Table 11 indicates that the majority of the respondents consider themselves reference centers, libraries or indexing projects. The secondary projects consider their principal function as library and reference centers.

## Table 11

### SERVICES - PRIMARY

| Project | Tours | Lectures | Orientation | Workshops | Copying | Instruction Guides | | Publication | Exhibit | Other |
|---|---|---|---|---|---|---|---|---|---|---|
| NNR-CEP | | | | | X | | | X | | |
| NR-BMA | X | X | X | X | | | | | | X |
| CSDS-CC | X | | | | | | | | | |
| CST-CRL | | | | | | | | | X | |
| CL-CRC | X | X | X | X | X | X | | X | X | |
| TXU-EP-CS | X | X | X | X | | X | X | X | X | X |
| AZU-CSC | | X | | | | | X | X | | |
| CU-CPIP | | | | X | | | | X | | |
| CU-CHIC | X | X | X | X | | X | X | X | X | X |
| CLU-CSRL | X | X | X | X | X | X | X | X | X | X |
| CU-SB-CTN | X | X | X | X | X | X | X | X | X | X |
| NMU-ES | X | X | X | | | X | | | X | X |
| TXU-MALP | X | X | X | X | X | X | X | X | X | |
| MIU-NCMH | | | | | X | | | | | |
| CNOS | X | X | X | X | X | X | X | X | X | X |
| MALDEF | | | | | | | | | | X |
| CLSU-SOC | | | | | X | | | | | |
| CLU-SSMHRC | | | | | | | | X | | X |
| PP | | | | | | | | X | X | X |
| MSWC | X | X | X | | X | X | X | X | X | |
| % | 50 | 50 | 45 | 40 | 45 | 40 | 36 | 59 | 50 | 45 |

### SERVICES - SECONDARY

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| BABEL | X | | X | | | X | | X | X | |
| BLA | | | | | X | | | | | |
| NMM | X | X | | | X | | | X | | |
| LAL | X | | X | | | | | X | X | X |
| NJR-LIBRO | | | | X | | | | | | X |
| PPL | X | X | X | | X | X | X | X | X | X |
| LEER | | | | X | | | | X | X | |
| SHAT | | X | | X | | | | X | X | |
| TUCS | X | X | | | X | | X | X | | |
| HSAL | X | X | X | X | X | | | X | X | |
| HUC | | X | X | X | X | X | | X | X | |
| % | 50 | 50 | 41 | 41 | 50 | 25 | 16 | 75 | 58 | 25 |

Table 12

PRINCIPAL FUNCTION - PRIMARY

| Project | Bibliographic Center | Reference Center | Clearinghouse | Indexing Project | Library | I&R Center |
|---|---|---|---|---|---|---|
| NNR-CEP | | | | | X | |
| NR-BMA | | | | | X | |
| CSDS-CC | X | X | | | | X |
| CST-CRL | | X | | | | |
| CL-CRC | | X | X | | | X |
| TXU-EP-CS | X | X | | X | | |
| AZU-CSC | | X | | | X | |
| CU-CPIP | | | | X | | |
| CU-CHIC | | | | | X | |
| CLU-CSRL | X | X | | X | X | X |
| CU-SB-CTN | X | X | | | | |
| COMEXAZ | | | | | X | |
| NMU-ES | | X | | | | |
| TXU-EP-IOH | | X | | | | |
| TXU-MALP | X | X | | | X | |
| MIU-NCMH | X | X | | X | X | X |
| CNOS | | | | | X | |
| MALDEF | | X | | | | |
| CLSU-SOC | | | | | X | |
| CLU-SSMHRC | | | X | | | |
| PP | X | X | | X | X | X |
| MSWC | | X | | | | |
| % | 31 | 63 | .09 | .22 | .54 | 22 |

Table 12 Con't

PRINCIPAL FUNCTION SECONDARY

| Project | Bibliographic Center | Reference Center | Library | I&R Center | Other |
|---|---|---|---|---|---|
| BABEL | | X | X | X | |
| BLA | | | X | | |
| NMM | | | X | | |
| LAL | | | X | | |
| NJR-LIBRO | | | | | X |
| PPL | | X | X | | |
| LEER | | | | | X |
| SHAT | | | | X | |
| TUCS | | X | X | | X |
| ALAM | | | | | X |
| HSAL | X | X | | | |
| HUC | | X | | | |
| % | 8 | 41 | 50 | 16 | 33 |

Level

Table 13 shows that most primary projects consider themselves operational. Since these projects are new, this response seems to indicate that they have established work and service procedures. It does not imply that they are no longer developing, as will be demonstrated in the next section.

Table 13 shows that although most secondary projects consider themselves at the operational stage, a substantial amount consider themselves at the developmental stage. This may be related to a new major activities these projects have recently undertaken.

Planned and Current Activities

The planned and current activities of both primary and secondary projects are listed in the appendix. By scanning these current and projected activities it is clear that the majority are concerned with the development of access tools (bibliographies/lists). These access tools, unlike those being produced in the late 1960's and early seventies, are oriented towards a particular area of study e.g. literature, as opposed to being general e.g. Mexican Americans, Hispanics. While there is still duplication of efforts, one can see the beginning stages of networking. This activity along with the publishing activities discussed earlier demonstrates the lack of bibliographical control of Hispanic literature and how these projects have taken on that task.

Collection activities center around archival efforts. Additionally there is a group of activities which are cultural, research and library oriented.

Funding Source

Projects were asked source and amounts of funding for staff, acquistions, and supplies. Although not enough responses for amount of funding were given to allow a comparison of funding levels, estimates gathered from questionnaires are listed below:

| | |
|---|---|
| Staff | $500 - 50,000 |
| Supplies | $500 - 15,000 |
| Acquisitions | $500 - 30,000 |

The primary projects main funding source, as shown in Table 14, is from the state. This is probably because most are in academic institutions. The secondary sources on the other hand are funded more heavily by federal funds. It should be pointed out that only one of the primary projects received funds earmarked for collection development from the federal government.

Membership in Organizations, Associations, or Networks

The survey shows that the respondents belonged to 33 organizations, associations, or networks (Table 15). In seven cases more than one of the projects belonged to the same organization. The majority of these organizations do not deal specifically with Hispanic concerns. However, over thirty percent had Hispanic concerns as one of their major focuses. The majority of these organizations were local or regional. The membership in non-Hispanic organizations may reflect the need for professional communication. It may also be a way of generating knowledge about the projects.

Table 13

| LEVEL- PRIMARY | | | LEVEL - SECONDARY | | | |
|---|---|---|---|---|---|---|
| PROJECT | DEVELOPMENTAL | OPERATIONAL | PROJECT | PLANNING | DEVELOPMENTAL | OPERATIONAL |
| NNR-CEP | | X | BABEL | | | X |
| NR-BMA | | X | NMM | | | X |
| CSDS-CC | | X | LAL | | | X |
| CST-CRL | | X | WSR-LIBRO | | X | |
| CL-CRC | X | X | PPL | | X | X |
| TXU-EP-CS | | X | LEER | | | X |
| AZU-CSC | | X | SHAT | | X | |
| CU-CPIP | X | | TUCS | | X | |
| CU-CHIC | | X | ALAM | X | X | |
| CLU-CSRL | | X | HSAL | | | X |
| CU-SB-CTN | | X | HUC | | | X |
| COMEXAZ | X | | | | | |
| NMU-ES | | X | | | | |
| TXU-EP-IOH | | X | | | | |
| TXU-MALP | | X | | | | |
| MIU-NCMH | X | X | | | | |
| CNOS | | X | | | | |
| MALDEF | X | | | | | |
| CLU-SSMHRC | | X | | | | |
| PP | X | X | | | | |
| MSWC | | X | | | | |
| % | 28 | 85 | % | 9 | 45 | 63 |

Note: based on 21 projects

Note: based on 11 projects

Table 14

FUNDING SOURCE - PRIMARY

| PROJECT | STATE | FEDERAL | LOCAL | PRIVATE | OTHER |
|---|---|---|---|---|---|
| NNR-CEP | X | | | X | |
| NR-BMA | | | | | X |
| CSDS-CC | X | | | | |
| CST-CRL | | | | X | |
| CL-CRC | X | | | | |
| TXU-EP-CS | X | | | | |
| AZU-CSC | X | | | | |
| CU-CHIC | X | | | | X |
| CLU-CSRL | X | | | | X |
| CU-SB-CTN | X | | | | |
| NMU-ES | x | | | | |
| TXU-EP-IOH | | | X | X | |
| TXU-MALP | X | | | | |
| MIU-NCMH | | X | | | |
| CNOS | X | | | | |
| MALDEF | | | | | |
| CLSU-SOC | | | | X | |
| CLU-SSMHRC | | X | | | |
| PP | X | X | | | |
| MSWC | X | X | | X | |
| % | 68 | 21 | 45 | 26 | |

Table 14 (cont'd.)

FUNDING SOURCE - SECONDARY

| PROJECT | STATE | FEDERAL | LOCAL | PRIVATE | DUES | CONTRIBUTION | OTHER |
|---|---|---|---|---|---|---|---|
| BABEL | X | X | | | | | |
| BLA | | | X | | | | |
| NMM | X | | | | | | |
| NJR-LIBRO | X | X | X | | | | X |
| LAL | | | X | | | | X |
| LEER | | X | | | | X | |
| PPL | X | | X | X | | | |
| SHAT | | | | | X | X | |
| TUCS | | | | | | | X |
| ALAM | | X | | | | | |
| HUC | | X | | | X | X | |
| % | 36 | 45 | 36 | 59 | 18 | 27 | 27 |

Table 15

MEMBERSHIP IN ORGANIZATIONS, ASSOCIATIONS, OR NETWORKS

| ORGANIZATION NAME | PROJECT |
|---|---|
| American Association of Museums | TUCS |
| American Library Association | NMU-ES, PPL |
| American Management Association | PPL |
| Art Libraries Society of Arizona | TUCS |
| Art Library Society of North America | TUCS |
| Asociacion de Bibliotecas Chicanos | CSDS-CC, CU-SB-CTN, CLU-CSRL, CU-CHIC |
| Bay Area Library and Information Services | LAL, ALAM |
| Bay Area Reference Center (BARC) | CU-CHIC |
| Bibliotecas para La Gente | BLA, LAL |
| Bibliotecarios Unidos para Servicios A Chicano En Aztlan | CSDS-CC |
| California Ethnic Services Task Force | BLA, ALAM |
| California Library Association | PPL |
| Center for Research Libraries | NMU-ES |
| Chicano Intergration Coalition | HUC |
| Chicano Periodicals Index Project | CU-CHIC, TXU-EP-CS, CU-CPIP, CLU-CSRL, TXU-MALP, CU-SB-CTN |
| College and Research Libraries | CNOS |
| Coordinating Council of Literary Magazines | PP |
| East Los Angeles Inter-Agency Coalition | CL-CRC |
| Friends of the Pasadena Public Library | PPL |
| International Council of Museums | TUCS |
| La Raza Community Forum | LAL |
| Metropolitan Cooperative Library Systems | PPL |
| National Chicano Research Network | MIU-NCMH |
| Non-General Libraries U.C. Berkeley | CU-CHIC |

Table 15 (cont'd.)

| ORGANIZATION NAME | PROJECT |
|---|---|
| Ohio College Library Consortium | NNR-CEP, TXU-MALP |
| Rayas National Organization of Chicano Writers and Artists | PP |
| SBCLS | BLA |
| Southern California Answering Network | PPL |
| Southern California Inter-Library Loan | PPL |
| Southwest Academic Library Consortium | NMU-ES |
| Western Associations of Art Museums | TUCS |
| Western Regional Conference of A.A.M. | TUCS |

## COLLECTIONS

There is a relationship between the amount and range of materials and the users retrieval success ratio. Other important factors to be discussed later are bibliographic organization and reference service. The number of items for each type of material is given in Tables 16 A - D. Some of these figures were reported as estimates. Other reports concerning the collections surveyed call into question some of these estimates. However, the figures are useful as a gage to make general comments on these projects. There is a substantial range of types of materials reported by these projects. Also given is the average number of items for a particular type of materials for each group (primary and secondary).

The primary collections have a significant range of types of materials as shown in Table 17. There is an average of 9.68 types of material per project. This is in contrast to 6.91 for the secondary projects. The fact that many traditional libraries have failed to collect non-monograph Hispanic materials makes the range of types of materials a very important factor.

Table 17 A includes only those types of material reported by more than 50% of the projects. For primary projects these are: monographs, newspapers, periodicals, government documents, theses/dissertations, articles, records, maps, cassettes, and posters. The most popular types of material for secondary projects are monographs and periodicals. The most extensive type of material (based on those which have an average of over 1000 items) are monographs and articles for the primary projects and monographs for the secondary projects.

It should be noted that some projects such as the SSMHRC have intentionally focused on periodical literature. Where this occurs it is an indication of an important specialized collection of material. There is probably a 70% duplication of monograph material among primary projects. Since the secondary projects represent more diverse areas it is difficult to estimate the amount of duplication for them.

Table 16A

COLLECTIONS - PRINT - PRIMARY

| Projects | Monographs | Newspapers | Manuscripts | Periodicals | Govt. Doc's. | These/Diss. | Student Papers | Articles | Archive | Microform | Other |
|---|---|---|---|---|---|---|---|---|---|---|---|
| NNR-CEP | 3,500 | 6 | | 91 | 270 | 400 | | 2,000 | 3 | 141 | |
| NR-BMA | 5,000 | 6 | | 30 | | | | | | | |
| CSDS-CC | 5,000 | 300 | | 400 | 200 | 200 | 200 | 3,400 | 50 | 60 | |
| CST-CRL | 1,500 | 14 | | 20 | 70 | 80 | 50 | 400 | | | |
| CL-CRC | 5,000 | 10 | | 25 | 75 | 100 | | 500 | | 60 | |
| TXU-EP-CS | 1,000 | 12 | 10 | 23 | 100 | 150 | | 300 | | 500 | |
| AZU-CSC | 3,000 | 100 | 200 | 100 | | 100 | 200 | 200 | | 400 | |
| CU-CPIP | | | | 20 | | | | | | | |
| CU-CHIC | 5,200 | 500 | 200 | 900 | 800 | 1,200 | 800 | 6,000 | 6 | 2,800 | |
| CLU-CSRL | 5,000 | 150 | 100 | 40 | 30 | 2,000 | 30 | 5,000 | | 2,050 | |
| CU-SB-CTN | 4,8000 | 20 | | 200 | | 170 | | 5,500 | | 30 | |
| COMEXAZ | X | X | X | X | X | X | X | X | | X | |
| NMU-ES | 6,000 | 50 | 2 | 25 | 1,000 | | | | 100 | 100 | |
| TXU-MALP | 3,000 | | | 421 | | | | | 3 | | 50 |
| MIU-NCMH | 100 | | 450 | 40 | 250 | 50 | | 3,000 | | | |
| CNOS | 5,000 | 1 | | 5 | X | | | | | X | |
| MALDEF | 2,000 | | | X | X | 15 | | | | | |
| CLSU-SOC | 400 | | | | | | | | | | |
| CLU-SSMHRC | 100 | | | 100 | 100 | | | 2,000 | | | |
| PP | 250 | | | 100 | | | | | | | |
| MSWC | 1,500 | 11 | | | | | | | | | 300 |
| Average # of items | 2,600 | 53 | 43 | 110 | 131 | 207 | 58 | 1,286 | 7 | 279 | 15 |

Table 16B

COLLECTION NON-PRINT - PRIMARY

| Project | 16 mm | Records | Cassettes | Posters | Maps | Paintings | Audio Tapes | Video Tapes | Transparencies | Oral Histories |
|---|---|---|---|---|---|---|---|---|---|---|
| NNR-CEP | 19 | | | 29 | | | | | | |
| NR-BMA | 45 | 500 | 25 | 100 | 5 | | | 3 | | |
| CSDS-CC | | 40 | 60 | 40 | 1 | | 10 | 12 | | |
| CST-CRL | 7 | 12 | 45 | 90 | 3 | 5 | 45 | | 400 | 2 |
| CL-CRC | 117 | 30 | 15 | 20 | 3 | 24 | | 3 | | |
| TXU-EP-CS | 41 | 141 | 83 | 47 | 1 | | 25 | 13 | 400 | |
| AZU-CSC | | | 100 | 100 | 25 | | | | | 50 |
| CU-CHIC | 3 | 100 | 210 | 800 | 20 | 1 | 150 | 6 | 6,000 | 20 |
| CLU-CSRL | 50 | 150 | 20 | 30 | 19 | 8 | 50 | 3 | | 1 |
| CU-SB-CTN | | 14 | 20 | 100 | | | | 3 | | |
| COMEXAZ | | | X | X | X | | | | | |
| NMU-ES | | 7,000 | 29 | 10 | 40 | | | 5 | | 2 |
| TXU-EP-IOH | | | 400 | | | | 3 | | | 400 |
| TXU-MALP | | 62 | 873 | 87 | 184 | 31 | 64 | 18 | 414 | |
| CNOS | | 25 | 30 | | | | 30 | | | |
| MSWC | | 2 | 40 | 50 | 15 | 200 | 150 | | 200 | |
| Average # of items | 12 | 367 | 88 | 68 | 14 | 3 | 26 | 9 | 327 | 30 |

Table 16C

COLLECTIONS - PRINTS - SECONDARY

| Projects | Monographs | Newspapers | Manuscripts | Periodicals | Govt. Doc's. | Theses | Student Papers | Articles | Archives | Microform | Other |
|---|---|---|---|---|---|---|---|---|---|---|---|
| BABEL | 30 | 6 | | 30 | | | | | 125 | | |
| BLA | | 3 | | | | | | | | | |
| NMM | 8,000 | | X | X | X | X | | X | | 900 | |
| LAL | 15,000 | X | | 50 | | | | X | X | | |
| PPL | 4,300 | 1 | | 10 | 120 | | | 350 | | | 690 |
| LEER | 15,000 | 100 | | 500 | 200 | X | X | 1,000 | | | |
| SHAT | 10,000 | 3 | | 30 | | | | 200 | | | |
| TUCS | 9,000 | | | 6,000 | | | | | X | | |
| ALAM | 12,000 | | | | | | | | | | |
| HSAL | 115,000 | | 100,000 | | | | | | | | |
| HUC | 20,000 | | | 54 | 1,000 | | 500 | 3,000 | | 500 | X |
| Average # of items | 17,360 | 1 | | 549 | 110 | | | 379 | | 116 | |

Table 16D

COLLECTIONS - NON-PRINT - SECONDARY

| Projects | 16 mm | Records | Cassettes | Posters | Maps | Paintings | Audio Tapes | Video Tapes | Transparencies | Oral Histories |
|---|---|---|---|---|---|---|---|---|---|---|
| BABEL | 25 | 25 | 100 | 50 | 30 | | 100 | 100 | 1,000 | |
| BLA | 16 | 2,500 | | | | | | | | |
| NMM | | | | | 2,500 | | | | | |
| LAL | 100 | 250 | X | 120 | | | | | | |
| NJR-LIBRO | | | | | | | X | | 80 | |
| PPL | 25 | 410 | 45 | 75 | 6 | | | | | 690 |
| LEER | | | 200 | 50 | 100 | X | | | | |
| SHAT | | 75 | | 50 | 15 | | | | | |
| HSAL | | | | | | X | | | | |
| HUC | 5 | 100 | 100 | | | X | | 20 | | |
| Average # of items | 14 | 280 | 37 | 28 | 220 | | | 10 | 90 | |

Table 17

TYPES OF MATERIALS REPORTED - PRIMARY

| Project | # of Types of Material | Project | # of Types of Material |
|---|---|---|---|
| CU-CHIC | 20 | CU-SB-CTN | 10 |
| CLU-CSRL | 18 | MSWC | 10 |
| CST-CRL | 16 | NR-BMA | 9 |
| TXU-EP-CS | 16 | CNOS | 8 |
| CSDS-CC | 12 | MIU-NCMH | 6 |
| CL-CRC | 14 | MALDEF | 4 |
| NMU-ES | 13 | CLU-SSMHRC | 4 |
| AZU-CSC | 12 | TXU-EP-IOH | 3 |
| COMEXAZ | 12 | PP | 2 |
| TXU-MALP | 12 | CU-CPIP | 1 |
| NNR-CEP | 10 | CLSU-SOC | 1 |

9.68

SECONDARY

| Project | # of Types of Material |
|---|---|
| BABEL | 12 |
| BLA | 3 |
| NMM | 8 |
| LAL | 9 |
| NJR-LIBRO | 2 |
| PPL | 12 |
| LEER | 11 |
| SHAT | 7 |
| TUC | 3 |
| ALAM | 1 |
| HSAL | 3 |
| HUC | 12 |

6.91

Table 17A

MOST POPULAR TYPES OF MATERIAL
(those collected by at least 50% of the projects)

| | |
|---|---|
| **PRIMARY** | |
| Monographs | 90% |
| Newspapers | 63% |
| Periodicals | 86% |
| Government Documents | 59% |
| Theses/Dissertations | 54% |
| Articles | 54% |
| Records | 54% |
| Cassetts | 68% |
| Posters | 63% |
| Maps | 54% |
| **SECONDARY** | |
| Monographs | 83% |
| Periodicals | 66% |

## Collection Development or Selection Policy

Collection policies guide staff in determining the scope and purpose of a given collection. Only 63% of the primary projects reported having such a policy. It is likely that other projects have some sort of policy but it is not as formal or has not been articulated. 66% of the secondary respondents reported having collection or selection policies. The time span and amount of retrospective holdings are part of collection policies and will be discussed below. The time span covered for primary projects as indicated in Table 18 is 57% from pre 1700, 26% post 1700, and 15% from the 1900's. The fact that many projects report material covering pre 1900 is significant for many reasons. This material can give the more recent materials an historical base. On the other hand what time frame the Hispanic experience in the U.S. consist of is still an open question. For example what percentage of materials dealing strictly with Pre-Columbian Mexico is relevant to the study of Chicanos and what percentage of the collection should this represent? Although it may be years before this kind of question is answered, it is important for staff in these collections to have an idea of where their collection fits into this historical context.

Another factor in collection policies is the percent of retrospective holdings. Sixty eight percent of the primary collections reported retrospective holdings making up 38% of their collections. Based on nine responses 55% of the secondary projects collected pre 1700 material while the remainder collect materials covering only the 1900's. 41% of the respondents reported retrospective holdings which made up 41% of their collections.

## Language

Based on 19 responses 24% of the materials in these primary collections are in Spanish. This is an indication that most of the literature being written about Hispanics in the U.S. is in English. This is not surprising when one considers the schooling in this country or that the graduates from institutions of higher education are a prominent part of the developers of both print and non-print materials. Based on 9 responses 59% of the materials in secondary projects are in Spanish. This is an indication of "Latin American" materials in these collections.

## Microfilm

Preservation is an important function of unique collections. It makes rare materials more accessible to a wider audience. Of the primary projects surveyed 45% microfilmed some of their materials, Table 18 and 30% of these had their material for sale. 16% of the secondary projects microfilmed their materials but only one had them for sale. Another form of preservation is binding. 72 percent of primary projects had some of their materials bound. In contrast only 41% of the secondary had some of their projects bound.

## Unique Materials

Unique materials are those materials which form the base of archival or special collections. They are, as a rule, not replaceable and usually only for sale as a collection. Additionally, they require special attention. 77 percent of the primary projects reported having unique materials compared to 66% of the secondary projects. Table 19 gives a listing of these unique materials by personal/corporate collections and other special formats. While many of these collections are not large, some are developing rapidly.

Table 18

COLLECTIONS PRIMARY CON't

| Project | Policy | Time Span Retrospective | Spanish | Microfilm | For Sale | Bound | Unique Materials |
|---|---|---|---|---|---|---|---|
| NNR-CEP | X | Pre 1700 | 75 | 0 | | X | X |
| NR-BMA | 0 | Pre 1700 | 99 | 0 | | 0 | 0 |
| CSDS-CC | X | Pre 1700 5 | 50 | X | 0 | X | X |
| CST-CRL | 0 | Pre 1700 | | 0 | | X | |
| CL-CRC | 0 | Pre 1700 40 | 10 | 0 | | X | |
| TXU-EP-CS | 0 | Pre 1700 10 | 17 | X | 0 | X | X |
| AZU-CSC | 0 | Post 1700 25 | 25 | X | 0 | X | X |
| CU-CPIP | X | 1900's 0 | 10 | 0 | | 0 | X |
| CU-CHIC | X | Post 1700 30 | 10 | X | X | X | X |
| CLU-CSRL | X | Pre 1700 50 | 25 | X | 0 | X | X |
| CU-SB-CTN | X | 1900's 25 | 25 | 0 | | X | X |
| COMEXAZ | X | 90 | 20 | X | X | X | X |
| NMU-ES | 0 | Pre 1700 | 10 | X | X | X | X |
| TXU-EP-IOH | | 1900's 85 | 25 | | | | |
| TXU-MALP | X | Pre 1700 | | X | 0 | X | X |
| MIU-NCMH | X | 1900's 15 | 5 | 0 | | 0 | |
| CNOS | X | Pre 1700 50 | 10 | X | 0 | X | X |
| MALDEF | X | 20 | 0 | 0 | | 0 | 0 |
| CLSU-SOC | X | | | | | | |
| CLU-SSMHRC | X | 1900's | 5 | 0 | | X | 0 |
| PP | X | Post 1700 50 | 30 | 0 | | X | X |
| MSWC | | Pre 1700 50 | 10 | X | 0 | X | X |
| % | 63 | 57 Pre* 36* 26 Post 15 1900 | 24* | 45 | 30* | 72 | 77 |

Note: * Based on number of respondents who answered this question

Table 18

COLLECTIONS SECONDARY CON't

| Project | Policy | Time Span | Retrospective | Spanish | Microfilm | For Sale | Bound | Unique Materials |
|---|---|---|---|---|---|---|---|---|
| BABEL | X | | 40 | 90 | 0 | | X | X |
| BLA | X | 1900's | | 98 | 0 | | 0 | 0 |
| NMM | X | Pre 1700 | | | X | 0 | X | X |
| LAL | 0 | 1900's | | 50 | 0 | | | X |
| PPL | | Pre 1700 | 15 | 50 | 0 | | X | X |
| LEER | X | | 50 | 95 | 0 | | 0 | X |
| SHAT | X | 1900's | | | 0 | | 0 | X |
| TUCS | X | Pre 1700 | | 5 | 0 | | | |
| ALAM | 0 | 1900's | | 100 | 0 | | 0 | 0 |
| HSAL | X | Pre 1700 | 80 | 50 | X | X | X | X |
| HUC | X | Pre 1700 | 20 | 1 | 0 | | X | X |
| % | 66 | 55*Pre 1700<br>44 1900's | 41* | 59* | 16 | | 41 | 66 |

Note: * Based on number of respondents who answered this question

Subject-strengths of Projects

Table 20 lists the subject-strengths of projects. They are grouped into general subject areas followed by project codes and a number indicating the strength within a particular collection. Of particular interest is the overlap of many projects in this listing. The most commonly indicated general areas are education, literature, history, politics and social science.

## BIBLIOGRAPHIC ACCESS

### Cataloguing and Classification

In order for a user to make efficient use of a collection, it must be organized in some way with an index to its organization. This process is usually called cataloguing. Various items relating to this process will be briefly covered in this section. Ninety-five percent (Table 21) of the primary projects catalogued their material. The majority utilized divided card catalogues. However, 23% reported that their bibliographic records (citations) were machine readable. 83% of the secondary projects catalogued their materials, the most commonly used type was the dictionary catalogue. Similarly, the catalogue card was the most common medium. In both primary and secondary projects (Table 22) the majority had some kind of author, title, subject and shelf list entries. A few reported additional special catalogues (chronological, etc). Classification of materials is an attempt to bring together related subjects. This is usually done by physically bringing together the same kind of information, but may also be accomplished by classified bibliographies and catalogues. Table 23 indicates that 72% of the primary projects have classified systems. The majority of these used LC, although Dewey and in-house systems were also reported. 83% of the secondary projects reported having classified systems, and the majority used the Dewey Decimal Classification Systems.

Table 19

LIST OF UNIQUE MATERIALS

PERSONAL OR CORPORATE COLLECTIONS

| Name of Collection | Project |
|---|---|
| Alviso Collection | CU-CHIC |
| Catarino Garza Collection | TXU-MALP |
| Centeno Collection - Hispanic - All Aspects in Spanish and English | PPL |
| Dorinda Moreno Collection | CU-CHIC |
| Economy Furniture Strike, (1965 - 1971) | TXU-MALP |
| Eleuterio Escobar Collection | TXU-MALP |
| Esmundo Mireles Papers | TXU-MALP |
| George Snachez Collection | TXU-MALP |
| Hayden Papers | AZU-CSC |
| Juan Corona Defense Committee Collection | CU-CHIC |
| Juan Gonzales Collection | CU-CHIC |
| Julio G. Arce Collection | CU-CHIC |
| LULAC Collection | TXU-MALP |
| E.E. Mireles and Jovita Mireles Collection | TXU-MALP |
| San Fernando Project | CU-CHIC |
| Southwest Network Collection | CU-CHIC |
| Voz y Voto Collection | CU-CHIC |

OTHER

| | |
|---|---|
| Archival Collections such as the Rudolfo Anaya Collection | NMY-ES |
| Archives of Southwest Music | NMU-ES |
| Arizona Collection | AZU-CSC |
| Art Artifacts | HUC |
| Art Collection | TXU-MALP, CU-CHIC |
| Audio Visual Materials | CSDS-CC |
| California History | CL-CRC |
| California History, Biography and Architecture (incl Hispanic influence) | PPL |
| Chicano Posters Collection | CU-CHIC, CST-CRL |
| Chicano Serials Collection | CU-CPIP, CU-CHIC, CSDS-CC |
| Chicano Studies Research Paper Collection | CU-CHIC, CSDS-CC |
| Codices | CNOS |
| Dissertations | CLU-CSRL, CU-CHIC |

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| | |
|---|---|
| Drawings of Spanish and Mexican Lighting Fixtures (over 900) | PPL |
| Ethnic Materials dealing with Asia Pacific People, Mexican Americans and other Latinos | HUC |
| Films | CLU-CSRL |
| Graphic Work | CU-SB-CTN |
| Latin American Theatre - plays in English Translation | SHAT |
| Manuscripts | HSAL |
| Manuscripts of Local Chicano writers: Juan Contreras, Abelardo Delgado, Ricardo Sanchez | TXU-EP-CS |
| Materials of people struggles | COMEXAZ |
| Mexican American and other Latinos | HUC |
| Mexican Constitution (complete Set of volumes) | CSDS-CC |
| New Mexicana Collection which deals with the Society, History, and Culture of the Area | NMU-ES |
| Old and Hard to find Materials housed at Special Collections | MSWC |
| Pasadena History, Biography and Architecture (incl Hispanic influence) | PPL |
| Photo Collection | TXU-MALP |
| Photo exhibit on Immigration | CLU-CSRL |
| Prints of many topics, emphasizing Latin American Culture and History | LAL |
| Puerto Rican Newspapers | NNR-CEP |
| Rare Pamphlets and Newspapers | NNR-CEP |
| Recordings of Speeches, Demonstrations, other Important Events | LAL, CLU-CSRL |
| Records (music) | CLU-CSRL |
| Solar Energy Collection | AZU-CSC, CU-CHIC |
| Some Special Collections (i.e. race) | CU-SB-CTN |
| Spanish Language Materials | LEER |
| Spanish Language Newspapers (1843-1945) | CU-CHIC |
| Special Collections located elsewhere in the Library | AZU-CSC |

Table 20

SUBJECT STRENTTHS OF PROJECTS

| | |
|---|---|
| **BIBLIOGRAPHY** | |
| Adult "library" books | LEER (2) |
| Bibliography | AZU-CSC (6), CU-CHIC (6) |
| Chicano Bibliography | CU-SB-CTN (3) |
| **EDUCATION** | |
| Admissions | MALDEF (2) |
| Bilingual Education | CST-CRL (1), CSDS-CC (3) AZU-CSC (3), CU-CHIC (3), CU-SB-CTN (3), TXU-MALP (3), NMU-ES (3) |
| Bilingual/Bicultural Education | MALDEF (1), SHAT (5), CLU-CSRL (3) |
| Cultural Awareness | PP (1) |
| Desegregation - Law and Theory | HUC (2) |
| Education | NNR-CEP (5), MIU-NCMH (1), TXU-MALP (2) |
| Education of Ethnic in the U.S. | HUC (1) |
| English Second Language (ESL) | BLA (3) |
| Higher Education | MALDEF (3) |
| Instructional Materials | LEER (3) |
| Practical Subjects | PPL (3) |
| Testing | MALDEF (6) |
| Travel | SHAT (4) |
| **FINE ARTS** | |
| Art | TUCS (1), CL-CRC (4) |
| Art and Archaeology | SHAT (3) |
| Record Collection of Hispanic music | PPL (6) |
| Spanish Art | HSAL (2) |

## FOLKLORE

| | |
|---|---|
| Folklore | MNU-ES (4), LAL (4) |

## HEALTH

| | |
|---|---|
| Health | CST-CRL (3) |
| Pre/Post natal care | BLA (1) |

## HISTORY

| | |
|---|---|
| Chicano Border History | TXU-EP-IOH (2) |
| Chicano History | CU-SB-CTN (2) |
| Historic Record Documentation | TUCS (3) |
| History | NMU-ES (1), AZU-CSC (1) CSDS-CC (2), CL-CRC (2) |
| History of El Paso | TXU-EP-IOH (1) |
| History of Hispanic people in U.S. | LAL (2) |
| History of Mexico - Revolutionary Per. | CLU-CSRL (5) |
| History of the Southwest | CLU-CSRL (4) |
| Mexican American History | TXU-MALP (1) |
| Puerto Rican History | NR-BMA (1) |
| Social Contributions | PP (2) |
| Spanish History | HSAL (4) |

## LABOR

| | |
|---|---|
| Employment | MALDEF (4) |
| Labor | CLU-CSRL (2), CU-CHIC (4), AZU-CSC (5) |

## LANGUAGE

| | |
|---|---|
| Language | NNR-CEP (5) |
| Spanish Language books, cassettes, records | PPL (2) |
| Spanish Linguistics | HSAL (3) |

## LITERATURE

| | |
|---|---|
| Chicano Literature | NMU-ES (5), AZU-CSC (4), CU-CHIC (2), CU-SB-CTN (1) |
| Children's Literature | LEER (1), LAL (3), PPL (4) |
| Hispanic Literature | PPL (1) |
| Literature | CSDS-CC (1), BLA (2) CNOS (2), TXU-MALP (5) |
| Literature of Mexico and Latin America | LAL (1) |
| Puerto Rican Literature | NR-BMA (2), NNR-CEP (3) |
| Recent Fiction in Translation | SHAT (1) |
| Spanish Literature | HSAL (1) |

## MASS MEDIA

| | |
|---|---|
| Chicano Film | TXU-MALP (4) |
| Periodicals | CU-CPIP (1) |
| Related Periodicals in Spanish (Art) | TUCS (2) |
| Spanish Music | HSAL (5) |

## POLITICS

| | |
|---|---|
| Chicano Movement | COMEXAZ (1) |
| History of Discrimination in U.S. | HUC (3) |
| Immigration | MALDEF (5), CLU-CSRL (1) CSDS-CC (5) |
| Liberation Struggles | COMEXAZ (2) |
| Political Science | CL-CRC (3), CST-CRL (2) |
| Puerto Rican Migration | NNR-CEP (1) |
| Puerto Rican Political and Economic History | NNR-CEP (2) |

## PSYCHOLOGY

| | |
|---|---|
| Attitude Change Measurment | HUC (4) |
| Ethnic Identity | MIU-NCMH (3) |
| Mental Health | CLSU-SOC (1), CLU-SSMHRC (1) MIU-NCMH (4) |

## SOCIAL SCIENCE

| | |
|---|---|
| Families | MIU-NCMH (2) |
| Puerto Rican Culture | NR-BMA (3), NNR-CEP (4) |
| Social Conditions | CSDS-CC (4) |
| Social Cultural | CST-CRL (4) |
| Social Customs and Traditions | NMU-ES (2) |
| Social History | CU-CHIC (5) |
| Social Problems | CLSU-SOC (2) |
| Social Science | CNOS (1) |
| Sociology | CL-CRC (1) |

## WOMEN

| | |
|---|---|
| La Mujer Chicana | CSDS-CC (6) |
| Womens Studies | SHAT (4) |

## HISPANICS

| | |
|---|---|
| Hispanics | CLU-SSMHRC (2) |

## MEXICAN AMERICANS

| | |
|---|---|
| Chicano Studies | PPL (5) |
| Mexican Americans | HUC (5) |

## PORTUGUESE

| | |
|---|---|
| Portuguese Studies | HSAL (6) |

Table 21

CATALOGUING PRIMARY

| Project | Materials Catalogued | Dictionary | Divided | Machine Readable | On Cards | Book | Microform |
|---|---|---|---|---|---|---|---|
| NNR-CEP | X | | X | | X | | |
| NR-BMA | X | X | | | X | | |
| CSDS-CC | X | | X | X | X | | |
| CST-CRL | X | X | | | X | | |
| CL-CRC | X | | | | X | X | X |
| TXU-EP-CS | X | | X | | X | | |
| AZU-CSC | X | | X | X | | | |
| CU-CPIP | X | | X | X | | | |
| CU-CHIC | X | | X | | X | | |
| CLU-CSRL | X | | X | | X | | |
| CU-SB-CTN | X | | X | | X | | |
| COMEXAZ | O | | | | | | |
| NMU-ES | X | | X | | X | | |
| TXU-EP-IOH | X | | | | X | | |
| TXU-MALP | X | X | | X | X | | |
| MIU-NCMH | X | | X | | X | | |
| CNOS | X | | X | | X | | |
| MALDEF | X | | X | | X | | |
| CLSU-SOC | X | X | | | | | |
| CLU-SSMHRC | X | X | | X | | X | |
| PP | X | | | | X | | |
| MSWC | X | | | | X | | |
| % | 95 | 23* | 57* | 23* | 80* | 9* | 4* |

Note: * Based on 21 who catalogued materials

Table 21

CATALOGUING SECONDARY

| Project | Materials Catalogued | Dictionary | Divided | Machine Readable | On Cards | Book | Microform |
|---|---|---|---|---|---|---|---|
| BABEL | X | | X | | X | | |
| BLA | X | X | | | X | | |
| NMM | X | X | | | X | | |
| LAL | X | X | | | X | | |
| PPL | X | X | | | X | | |
| LEER | O | | | | | | |
| SHAT | X | X | | | X | | |
| TUCS | X | | X | | X | | |
| ALAM | X | | | X | | | |
| HSAL | X | | | | X | X | |
| HUC | X | | X | | X | | |
| % | 83 | 50* | 30* | 10* | 90* | 10* | |

Note: * Based on 10 that catalogued material

Table 22

ENTRY POINTS PRIMARY

| Project | Author | Title | Subject | Shelf List | Other |
|---|---|---|---|---|---|
| NNR-CEP | X | X | X | X | |
| NR-BMA | X | X | X | X | |
| CSDS-CC | X | X | X | X | |
| CST-CRL | X | X | X | X | |
| CL-CRC | X | X | X | X | |
| TXU-EP-CS | X | X | X | X | |
| AZU-CSC | X | X | X | | |
| CU-CPIP | X | X | X | | |
| CU-CHIC | X | X | | X | X |
| CLU-CSRL | X | X | X | X | |
| CU-SB-CTN | X | X | X | X | X |
| NMU-ES | | | X | | |
| TXU-EP-IOH | X | | X | | |
| TXU-MALP | X | X | X | X | X |
| MIU-NCMH | X | | X | | |
| CNOS | X | X | X | X | X |
| MALDEF | | | X | | |
| CLSU-SOC | X | X | X | X | |
| CLU-SSMHRC | X | | X | | |
| PP | X | X | X | X | |
| MSWC | X | X | X | X | |
| % | 90 | 76 | 95 | 66 | 23 |

Note: % Based on 21 projects who catalog materials

ENTRY POINTS SECONDARY

| Project | Author | Title | Subject | Shelf List | Other |
|---|---|---|---|---|---|
| BABEL | X | X | X | X | |
| BLA | X | X | X | X | |
| NMM | X | X | X | X | |
| LAL | X | X | X | | |
| PPL | X | X | X | X | X |
| SHAT | X | X | X | X | |
| TUCS | X | X | X | X | |
| ALAM | X | X | X | | |
| HSAL | X | X | X | X | |
| HUC | X | X | X | X | X |
| % | 100 | 91 | 100 | 80 | 30 |

Note: % Based on 10 project who catalog materials

Subject Headings are provided to assist the user in finding a particular topic. 90% of the primary projects reported having some kind of subject access. Table 24 shows the majority uses LC. However, 70% reported using an in-house or other system, once again pointing to the need to develop systems which improve upon the shortcomings of the LC system. The report Thesaurus Considerations addresses these issues as well. Additionally 50% of those reporting subject access have an authority file. The average number of subject headings is 1825. Ninety-one percent of the secondary projects provide subject access with the most common system being Sears. Here too, there is substantial use or development of alternative subject access systems. 45% reported a subject authority file. The average number of headings is 6596.

Cataloguing Supportive Services

Table 25 shows that 82% of the primary projects produced cards in-house, those having their cards produced outside were done by the Ohio College Library consortium (OCLC). 52% of the primary projects belonged to OCLC. The majority of the cataloguing staff are in-house professionals. 55% of the secondary projects have some of their cards produced in-house and 66% produced outside, the most common outside source cited was OCLC. The cataloguing staff for the secondary projects was overwhelmingly made up of in-house professionals. Primary projects reported an average of 31% backlog in cataloguing, secondary projects reported an average of 25% backlog in cataloguing.

Table 23

CLASSIFICATION PRIMARY

| Project | Material Classified | LC | Dewey | In House |
|---|---|---|---|---|
| NNR-CEP | X | X | | |
| NR-BMA | X | | | X |
| CSDS-CC | X | | X | |
| CST-CRL | X | X | | |
| CL-CRC | X | | X | |
| TXU-EP-CS | X | X | | |
| AZU-CSC | X | X | | |
| CU-CPIP | O | | | |
| CU-CHIC | X | | | X |
| CLU-CSRL | X | X | | |
| CU-SB-CTN | X | X | | X |
| NMU-ES | X | X | X | |
| TXU-MALP | X | X | X | |
| MIU-NCMH | O | | | |
| CNOS | X | X | | |
| MALDEF | O | | | |
| CLSU-SOC | X | X | | |
| CLU-SSMHRC | O | | | |
| PP | X | | | X |
| MSWC | X | X | | |
| % | 72 | 68* | 25* | 25* |

Note: * Based on 16 projects that have subject access

Table 23

CLASSIFICATION SECONDARY

| Project | Material Classified | LC | Dewey | In House | Other |
|---|---|---|---|---|---|
| BABEL | X | X | X | | |
| BLA | X | | X | | |
| NMM | X | | X | | |
| LAL | X | | X | | |
| PPL | X | | X | | X |
| LEER | 0 | | | | |
| SHAT | X | | X | X | |
| TUCS | X | X | | | |
| ALAM | X | X | | | |
| HSAL | X | X | X | | X |
| HUC | X | | X | X | |
| % | 83 | 40 | 80 | 20 | 20 |

Note: * Based on projects that have subject access

Table 24

SUBJECT HEADINGS PRIMARY

| Project | Subject Access | LC | Sears | In House | Other Authority File | # of Headings |
|---|---|---|---|---|---|---|
| NNR-CEP | X | X | | | 0 | 6,000 |
| NR-BMA | | X | | | X | |
| CSDS-CC | X | | X | | 0 | 3,900 |
| CST-CRL | X | X | | | 0 | 700 |
| CL-CRC | X | | | X | X | 350 |
| TXU-EP-CS | X | X | | | 0 | 50 |
| AZU-CSC | X | X | | | X | |
| CU-CPIP | X | | | X | X | 3,000 |
| CU-CHIC | X | | | X | X | 3,000 |
| CLU-CSRL | X | X | | | X | 1,500 |
| CU-SB-CTN | X | X | | X | X | 3,000 |
| NMU-ES | X | | | X | X | 125 |
| TXU-MALP | X | X | | | | |
| MIU-NCMH | X | | | X | X | 20 |
| CNOS | X | X | | | | |
| MALDEF | X | | | X | | |
| CLSU-SOC | X | X | | | | |
| CLU-SSMHRC | X | | | X | X | 260 |
| PP | X | | | X | | |
| MSWC | X | X | | | | |
| % | 90 | 50* | 25* | 45* | 25* | 50* | 1,825 |

Note: * Based on 20 projects which have subject Access

Table 24

SUBJECT HEADINGS SECONDARY

| Project | Subject Access | LC | Sears | In House | Other | Authority File | # of Headings |
|---|---|---|---|---|---|---|---|
| BABEL | X | X | X | | | | 5,000 |
| BLA | X | | X | X | | | |
| NMM | X | X | X | | | 0 | |
| LAL | X | | X | | | X | |
| PPL | X | X | X | X | | X | 200 |
| LEER | X | | | | X | | |
| SHAT | X | | X | | | | 80 |
| TUCS | X | X | | | | | |
| ALAM | X | X | | | X | X | 4,000 |
| HSAL | X | X | | | | X | 30,000 |
| HUC | X | | X | X | | X | 300 |
| % | 91 | 54* | 63* | 27* | 18* | 45* | 6,596 |

Note: * Based on 11 projects which have Subject Access

Table 25

CATALOGUING PRIMARY

| | Catalog Cards Produced | | Members of Cataloguing Systems | | | Cataloguing Staff | | | |
|---|---|---|---|---|---|---|---|---|---|
| | In house | Outside Source | OCLC | RLIN Ballots | Other | In house Professional | In house Non Professional | Outside | Backlog |
| NNR-CEP | | X | X | | | X | | | 25 |
| NR-BMA | X | X | X | | | X | | X | |
| CSDS-CC | X | | X | X | X | | X | | 25 |
| CST-CRL | X | | | | | | X | | 25 |
| CL-CRC | X | | | | X | X | | | 25 |
| TXU-EP-CS | | X | X | | | X | | | 25 |
| AZU-CSC | | | X | | | X | | | 50 |
| CU-CPIP | X | | | | | X | | | 50 |
| CU-CHIC | X | | | | | X | X | | 25 |
| CLU-CSRL | X | | | | | X | | | 25 |
| CU-SB-CTN | X | | X | | | X | | | 25 |
| COMEXAZ | | | | | | | X | | 75 |
| NMU-ES | | X | X | X | | X | | | 25 |
| TXU-EP-IOH | | | | | | | X | | |
| TXU-MALP | | X | X | | | | | X | |
| MIU-NCMH | X | | | | | | X | | 25 |
| CNOS | X | | X | | | X | | | 25 |
| MALDEF | X | | | | | | X | | 25 |
| CLSU-SOC | | | X | | | | | X | |
| CLU-SSMHRC | X | | | | | | X | | |
| PP | X | | | | | X | | | 50 |
| MSWC | X | | X | | | X | | | 25 |
| % | 82* | 29* | 52** | 9** | 9** | 61** | 38** | 14** | 31 |

Note: * Based on 17 projects who have card catalogues
** Based on 21 projects who catalogue there material

Table 25

CATALOGUING SECONDARY

| | Catalog Cards Produced | | Members of Cataloguing Systems | | | Cataloguing Staff | | |
|---|---|---|---|---|---|---|---|---|
| | In house | Outside source | OCLC | RLIN Ballots | In house Professional | In house Non Professional | Outside | Backlog |
| BABEL | | X | | | X | X | | 25 |
| BLA | X | X | X | | X | | | |
| NMM | X | X | | | X | | | 25 |
| LAL | X | X | | | X | X | X | 25 |
| PPL | | X | X | | X | | | 25 |
| SHAT | X | | | | X | | | 25 |
| TUCS | | X | | | X | | | 25 |
| ALAM | | | | X | X | | | |
| HSAL | X | | X | | X | | | 25 |
| HUC | | | | | X | | | 25 |
| % | 55* | 66* | 30** | 10** | 100** | 20** | 10** | 25 |

Note: * Based on 9 that had a card catalogue
** Based on 10 that catalogued their material

### Available Bibliographic Aids

Table 26 shows that only 57% of the primary projects reported having instructions on the use of their card catalog. However, other bibliographic tools were available. The most frequently reported were bibliographies and periodical indexes. The average number of types of tools per project as shown in Table 27 is 2.45. 47% of these are bilingual. 50% of the secondary projects have instruction for their catalogs, and other bibliographic tools are available, again the most common being periodical indexes and bibliographies. The average number of types of bibliographic tools available is 2.41. Fifty percent of these tools are bilingual.

## CIRCULATION

Table 28 shows sixty-three percent of the primary projects circulate their material, generally individuals associated with institutions of higher education, and the average circulation period indicated in Table 29 is 2 weeks. In comparison, 50% of the secondary projects circulate mostly to the public. The average circulation period is 2 weeks.

### Interlibrary Loan

54% of the primary projects reported having interlibrary loan (Table 30) services and 66% of the secondary projects reported having such services. Table 31 shows the materials not loaned by the respondents.

### Use of Materials

The primary projects reported that 73% of their collections were used in-house. (Table 32) In contrast, 54% of the secondary projects collections were used in-house. A higher degree of in-house use may indicate that a user may have a better chance of finding material on the shelf.

## REFERENCE SERVICES

Table 33 indicates that 81% of the primary projects offered reference services. These services were offered by almost all projects to individuals in person, by phone or written request, and 83% of the secondary projects reported that they offered similar services.

55% of the primary projects reported doing manual searches at no cost, and 44% conduct computer searches at varying costs. 70% of the secondary projects reported performing manual searches for their users with only one charging a fee. 30% of the secondary projects conduct computer searches with two reporting no cost. 63% of the primary projects reported having Information and Referral services and 77% referred individuals to outside sources such as scholars and other collections. 50% of the secondary projects reported having Information and Referral services and 58% referred individuals to outside sources.

Table 26

AVAILABLE BIBLIOGRAPHIC AIDS PRIMARY

| Project | Instructions Catalog | Bibliographies | Current Awareness Tools | Accessions List | Periodical Indexes | Union Catalog | Other | Bilingual |
|---|---|---|---|---|---|---|---|---|
| NNR-CEP | X | X | X | | X | X | | X |
| NR-BMA | X | X | | | | | | X |
| CSDS-CC | X | X | | | | | | |
| CST-CRL | X | X | | | | X | | X |
| CL-CRC | O | X | | | | | | X |
| TXU-EP-CS | O | X | X | X | X | | | O |
| AZU-CSC | X | X | X | X | X | X | | X |
| CU-CPIP | X | | | | X | | | |
| CU-CHIC | X | X | X | X | X | X | | O |
| CLU-CSRL | O | X | | X | X | X | | O |
| CU-SB-CTN | O | X | X | X | X | | | O |
| COMEXAZ | O | | | | | | | |
| NMU-ES | X | | | X | | | | |
| TXU-EP-IOH | | | | X | | | | |
| TXU-MALP | X | X | X | | X | X | X | O |
| MIU-NCMH | X | X | | | | | | O |
| CNOS | O | X | X | | X | X | | X |
| MALDEF | O | | | | | | | |
| CLU-SSMHRC | O | X | | | | | | O |
| PP | X | X | X | X | X | | | X |
| MSWC | X | X | X | X | X | X | | X |
| % | 57* | 72 | 40 | 40 | 50 | 36 | 4 | 47** |

Note: * Based on 21 projects which catalog their materials

** Based on 19 projects which have bibliographic aids

Table 26

AVAILABLE BIBLIOGRAPHIC AIDS SECONDARY

| Project | Instructions Catalog | Bibliographies | Current Awareness Tools | Accessions List | Periodical Indexes | Union Catalog | Other | Bilingual |
|---|---|---|---|---|---|---|---|---|
| BABEL | X | X | X | | X | X | | X |
| BLA | 0 | X | | | | | | 0 |
| NMM | 0 | X | | | X | | | |
| LAL | 0 | X | | | X | | | X |
| PPL | X | X | X | X | X | | X | |
| LEER | | X | X | X | | | | X |
| SHAT | X | | | X | | | | 0 |
| TUCS | X | X | | X | X | | | 0 |
| ALAM | | | | | | X | | X |
| HSAL | 0 | X | | | | X | | 0 |
| HUC | X | X | X | X | X | X | | X |
| % | 50* | 75 | 33 | 41 | 50 | 33 | 8 | 45** |

Note: *Based on 10 projects which have catalogs
**Based on 11 projects which had bibliographic aids

Table 27

# OF AVAILABLE BIBLIOGRAPHIC AIDS PRIMARY

| Project | # of Aids | Project | # of Aids |
|---|---|---|---|
| NNR-CEP | 4 | CU-SB-CTN | 4 |
| NR-BMA | 1 | NMU-ES | 1 |
| CSDS-CC | 1 | TXU-EP-IOH | 1 |
| CST-CRL | 2 | TXU-MALP | 5 |
| CL-CRC | 1 | MIU-NCMH | 1 |
| TXU-EP-CS | 4 | CNOS | 4 |
| AZU-CSC | 5 | CLU-SSMHRC | 1 |
| CU-CPIP | 1 | PP | 4 |
| CU-CHIC | 5 | MSWC | 5 |
| CLU-CSRL | 4 | | |

2.45

SECONDARY

| Project | # of Aids |
|---|---|
| BABEL | 4 |
| BLA | 1 |
| NMM | 2 |
| LAL | 2 |
| PPL | 5 |
| LEER | 3 |
| SHAT | 1 |
| TUCS | 3 |
| ALAM | 1 |
| HSAL | 2 |
| HUC | 5 |
| | 2.41 |

Table 28

CIRCULATION PRIMARY

| Project | Material Circulates | Researchers | Faculty | Graduate Students | U.G. | Public | Other |
|---|---|---|---|---|---|---|---|
| NNR-CEP | O | | | | | | |
| NR-BMA | X | | | | | X | |
| CSDS-CC | X | | X | X | X | X | X |
| CST-CRL | X | | X | X | X | | |
| CL-CRC | X | X | X | X | X | | |
| TXU-EP-CS | X | | X | X | X | | X |
| AZU-CSC | X | | X | X | X | X | X |
| CU-CPIP | O | | | | | | |
| CU-CHIC | O | | | | | | |
| CLU-CSRL | X | | X | X | X | | X |
| CU-SB-CTN | O | | | | | | |
| COMEXAZ | X | | | | | | |
| NMU-ES | X | | X | X | X | X | X |
| TXU-EP-IOH | O | | | | | | |
| TXU-MALP | X | | X | X | X | | |
| MIU-NCMH | X | X | X | X | X | X | |
| CNOS | X | | X | X | X | | X |
| MALDEF | O | | | | | | |
| CLSU-SOC | X | | X | X | X | | |
| CLU-SSMHRC | O | | | | | | |
| PP | O | | | | | | |
| MSWC | X | | X | X | X | X | |
| % | 63 | 14* | 85* | 85* | 85* | 42* | 42* |

Note: * Based on 14 projects which circulate their materials

Table 28

CIRCULATION SECONDARY

| Project | Material Circulates | Public | Other |
|---|---|---|---|
| BABEL | X | | X |
| BLA | X | X | |
| NMM | O | X | |
| LAL | X | X | |
| NJR-LIBRO | O | | |
| PPL | X | X | |
| SHAT | X | | X |
| TUCS | O | | |
| HUC | X | | X |
| % | 50 | 66* | 50* |

Note: * Based on 6 projects who circulate their materials

Table 29

| PRIMARY CIRCULATION PERIOD | | | | SECONDARY CIRCULATION PERIOD | | | |
|---|---|---|---|---|---|---|---|
| Project | Day | Week(s) | Month | Project | Day | Week(s) | Month |
| NR-BMA | | | 1 | BABEL | | 1 wk | |
| CSDS-CC | | 2 wks | | BLA | | 2 wks | |
| CST-CRL | 1 | | | LAL | | 3 wks | |
| CL-CRC | | 2 wks | | PPL | | 3 wks | |
| TXU-EP-CS | | | 1 | SHAT | | 2 wks | |
| AZU-CSC | | 2 wks | | TUCS | | | |
| CLU-CSRL | | 1 wk | | HUC | | 1 wk | |
| CU-SB-CTN | 1 | | | | | | |
| NMU-ES | | | 1 | | | | |
| TXU-MALP | | 2 wks | | | | | |
| MIU-NCMH | 1 | | | | | | |
| CNOS | | 2 wks | | | | | |
| CLSU-SOC | | 2 wks | | | | | |
| MSWC | | 2 wks | | | | | |

Table 30

INTER LIBRARY LOAN

| Primary | | Secondary | |
|---|---|---|---|
| PROJECT | X/O | Project | X/O |
| NNR-CEP | O | BABEL | X |
| NR-BMA | X | BLA | X |
| CSDS-CC | O | NMM | X |
| CST-CRL | X | LAL | X |
| CL-CRC | X | PPL | X |
| TXU-EP-CS | X | SHAT | X |
| AZU-CSC | X | TUCS | X |
| CU-CPIP | O | HSAL | O |
| CU-CHIC | X | HUC | X |
| CLU-CSRL | X | | |
| CU-SB-CTN | O | % | 66 |
| COMEXAZ | O | | |
| NMU-ES | X | | |
| TXU-EP-IOH | O | | |
| TXU-MALP | X | | |
| MIU-NCMH | O | | |
| CNOS | X | | |
| MALDEF | O | | |
| CLSU-SOC | X | | |
| CLU-SSMHRC | O | | |
| PP | O | | |
| MSWC | X | | |
| % | 54 | | |

Table 31

MATERIALS NOT LENT UNDER ILL

| | |
|---|---|
| Archival Collections | CU-CHIC, LAL |
| Audio Visual Material | CL-CRC, BABEL, HUC, PPL, NMU-ES, TXU-EP-CS, MSWC |
| Equipment | NR-BMA |
| Manuscripts | AZU-CSC |
| Microfilm | CLU-CSRL |
| Monographs | MIU-NCMH |
| Oral History | MSWC |
| Rare Materials (out of print) | CST-CRL, MNM |
| Reference Material | PPL, SHAT, CLSU-SOC, BABEL CSDS-CC, CLU-CSRL, LAL, TXU-MALP |
| Serials | NMU-ES, CLSU-SOC, CNOS, CLU-CSRL, CSDS-CC |
| Spanish Collection Materials | NMU-ES |
| Unbound Serials | CU-CHIC, TXU-MALP |
| USC Studies | CLSU-SOC |

Table 32

Where Material is used

| Primary | | Secondary | |
|---|---|---|---|
| Project | % of use In House | Project | % of use In House |
| NR-BMA | 25 | BABEL | 20 |
| CSDS-CC | 60 | NMM | 100 |
| CST-CRL | 25 | LAL | 30 |
| CL-CRC | 70 | PPL | 10 |
| TXU-EP-CS | 90 | LEER | 100 |
| AZU-CSC | 90 | SHAT | 25 |
| CU-CHIC | 98 | TUCS | 95 |
| CLU-CSRL | 80 | | |
| CU-SB-CTN | 99 | % | 54* |
| MIU-NCMH | 80 | | |
| CNOS | 50 | Note: * Based on 7 responses | |
| CLU-SSMHRC | 90 | | |
| PP | 100 | | |
| MSWC | 75 | | |
| % | 73* | | |

Note: * Based on 14 responses

Table 33

REFERENCE SERVICES PRIMARY

| Project | Reference | In Person | Phone | Written Request | Manual Searches | $ | Computer Searches | $ | I&R | Referal to Out-side Sources |
|---|---|---|---|---|---|---|---|---|---|---|
| NNR-CEP | X | X | X | X | 0 | | 0 | | X | X |
| NR-BMA | X | X | X | X | X | 0 | 0 | | X | X |
| CSDS-CC | X | X | | | X | 0 | | | X | X |
| CST-CRL | X | X | X | X | X | 0 | 0 | | X | X |
| CL-CRC | X | X | X | | X | 0 | 0 | | X | X |
| TXU-EP-CS | X | X | X | X | X | 0 | 0 | | | X |
| AZU-CSC | X | X | X | X | X | | X | V | X | X |
| CU-CPIP | 0 | | | | 0 | | X | 5 | | |
| CU-CHIC | X | X | X | X | 0 | | X | 20 | X | X |
| CLU-CSRL | X | X | X | X | X | 0 | 0 | | X | X |
| CU-SB-CTN | X | X | X | X | 0 | | X | V | X | X |
| COMEXAZ | | | | | 0 | | | | | |
| NMU-ES | X | X | X | X | 0 | | X | 5 | | X |
| TXU-MALP | X | X | X | X | 0 | | X | V | X | X |
| MIU-NCMH | X | X | | X | X | | 0 | | X | X |
| CNOS | X | X | X | X | 0 | | X | V | | X |
| MALDEF | 0 | | | | 0 | | 0 | | | |
| LEER | X | X | X | X | X | 0 | 0 | | | X |
| CLSU-SOC | X | X | X | X | 0 | | 0 | | | |
| CLU-SSMHRC | X | X | X | X | 0 | | X | 5 | X | |
| PP | 0 | | | | 0 | | 0 | | X | X |
| MSWC | X | X | X | X | X | 0 | 0 | | X | X |
| % | 81 | 100 | 88* | 88* | 55* | 0 | 44* | V** | 63 | 77 |

Note: * Based on 18 projects that answer reference questions

** V = Varies

Table 33

REFERENCE SERVICES SECONDARY

| Project | Reference | In Person | Phone | Written Request | Manual Search | $ | Computer Search | $ | I&R | Referral to Outside Sources |
|---|---|---|---|---|---|---|---|---|---|---|
| BABEL | X | X | X | X | 0 | | 0 | | X | X |
| BLA | X | X | X | X | X | | X | | | |
| NMM | X | X | X | X | X | 0 | 0 | | | |
| LAL | X | X | X | X | X | 0 | X | 0 | X | X |
| PPL | X | X | X | X | X | 0 | X | 0 | X | X |
| LEER | X | X | X | X | X | 0 | 0 | | | X |
| SHAT | X | X | X | X | X | | 0 | | X | X |
| TUCS | X | X | X | X | 0 | | 0 | | | |
| HSAL | X | X | X | X | 0 | | 0 | | X | X |
| HUC | X | X | X | X | X | 20 | 0 | | X | X |
| % | 83 | 100* | 100* | 100* | 70* | V** | 30* | | 50 | 58 |

Note: * Based on 10 projects that answer reference questions

** V = Varies

Traditional Reference Services

Table 34 indicates that the majority of primary projects used traditional reference sources in nearby collections. Secondary projects had traditional sources (readers guide etc.) in their collections as well as in nearby collections. Table 35 lists collections that are in close proximity to these projects.

## FACILITIES AND EQUIPMENT

### Facilities

Table 36 shows that 90% of the primary projects share buildings with others. The average number of rooms per project is 2.3. The majority of secondary projects share buildings with others although a significant number have separate buildings, and the average number of rooms per project is 4.

Table 34

TRADITIONAL REFERENCE SOURCES

| Primary | | | Secondary | | |
|---|---|---|---|---|---|
| Project | In Collection | Nearby Collection | Project | In Collection | Nearby Collection |
| NNR-CEP | | X | BLA | | X |
| NR-BMA | | X | LAL | X | |
| CST-CRL | | X | PPL | X | |
| CL-CRC | X | | LEER | X | X |
| TXU-EP-CS | | X | SHAT | X | X |
| AZU-CSC | | X | HSAL | X | |
| CU-CPIP | | X | HUC | | X |
| CU-CHIC | | X | | | |
| CLU-CSRL | X | | % | 50 | 41 |
| CU-SB-CTN | | X | | | |
| NMU-ES | | X | | | |
| TXU-MALP | X | | | | |
| MIU-NCMH | | X | | | |
| CNOS | X | | | | |
| CLU-SSMHRC | X | | | | |
| PP | X | | | | |
| MSWC | | X | | | |
| % | 27 | 54 | | | |

Table 35

MAJOR LIBRARIES ARE NEARBY

| Library | Project |
|---|---|
| Albuquerque Public Library | PP |
| Arizona Historical Society Library | TUCS |
| Bancroft Library | CU-CHIC, CU-CPIP |
| Barker Texas History Collection (U.T. Austin) | TXU-MALP |
| Bell and Howell Library | PPL |
| Boston Public Library | SHAT |
| Burroughs Library | PPL |
| California State University Los Angeles Library | CL-CRC, CNOS, HUC |
| California Tech Library | PPL |
| Columbia University Library | HSAL |
| Education Library (U.T. El Paso) | TXU-EP-CS |
| Fuller Seminary Library | PPL |
| Huntington Library | CLU-CSRL |
| Institute for Social Research Library (University of Michigan) | MIU-NCMH |
| Jet Proposian Laboratory | PPL |
| John Jay College Library | NNR-CEP |
| Latin American Library | COMEXAZ |
| Library of Congress | LEER |
| Lincoln Center Library | NNR-CEP |
| Los Angeles Public Library | CLU-CSRL, HUC |
| Love Library, San Diego State University | CSDS-CC |
| Mills College Library | MALDEF |
| Montebello Library | CL-CRC |
| New Mexico State Library | MNM |
| New York Public Library | HSAL |
| Oakland Public Library (Main Branch) | LAL |
| Public Affairs Library | TXU-MALP |
| Rochester Public Library | NR-BMA |
| Stanford Libraries | CST-CRL |
| Tucson Public Library | TUCS, PP |

Table 35

MAJOR LIBRARIES ARE NEARBY CON'T

| Library | Project |
|---|---|
| University of Arizona Library | TUCS |
| University of California, Berkeley (Main) | MALDEF, CU-CPIP, CU-CHIC |
| University of California Irvine | MSWC |
| University of California, Los Angeles | CLU-SSMHRC, CLU-CSRL, CNOS CL-CRC |
| University of California, Santa Barbara | CU-SB-CTN |
| University of Michigan Library System | MIU-NCMH |
| University of Southern California | CLU-CSRL, CNOS, CL-CRC |
| University of Texas, El Paso Library | TXU-EP-IOH |
| Washington D.C. Public Library | LEER |
| Widener Library, Harvard University | SHAT |
| Zimmerman Library, University of New Mexico | PP |

Table 36

FACILITIES PRIMARY

| Project | Separate Building | Share Building | # of Rooms |
|---|---|---|---|
| NNR-CEP | | X | 5 |
| NR-BMA | | X | 4 |
| CSDS-CC | | X | 1 |
| CST-CRL | | X | 3 |
| CL-CRC | | X | 1 |
| TXU-EP-CS | | X | 3 |
| AZU-CSC | | X | 4 |
| CU-CPIP | | X | 1 |
| CU-CHIC | | X | 2 |
| CLU-CSRL | | X | 3 |
| CU-SB-CTN | | X | 2 |
| COMEXAZ | | X | 4 |
| NMU-ES | | X | 1 |
| TXU-EP-IOH | | X | |
| TXU-MALP | | X | |
| MIU-NCMH | | X | 1 |
| CNOS | | X | 1 |
| MALDEF | | X | |
| CLSU-SOC | X | | |
| CLU-SSMHRC | | X | 3 |
| PP | X | | 1 |
| MSWC | | X | 1 |
| % | 9 | 90 | 2.27 |

Table 36

FACILITIES SECONDARY

| Project | Separate Building | Share Building | # of Rooms |
|---|---|---|---|
| BABEL | X | | 1 |
| BLA | X | | 1 |
| NMM | | X | 5 |
| LAL | | X | |
| NJR-LIBRO | | X | 3 |
| PPL | X | | 4 |
| LEER | | X | 5 |
| SHAT | | X | 3 |
| TUCS | X | | 5 |
| ALAM | | X | |
| HSAL | | X | 9 |
| HUC | X | | 4 |
| % | 41 | 58 | 4 |

Equipment

As Table 37 shows primary projects have wide variety of equipment. The equipment they have should be related to the kind of information they have. Primary projects averaged 5.63 items of equipment as compared to 6.75 items of equipment for the secondary projects. (Table 38).

AUTOMATED SERVICES

As noted above a significant number of projects make use of OCLC. In Table 37 50% of the primary projects also reported the use of automation in computer assisted searches or in gathering and analyzing information for research projects. 68% either had or had access to a computer terminal. 41% of the secondary projects make use of computers in the same process as mentioned above for the primary projects, and 66% either had access to or had a terminal.

Table 37

EQUIPMENT - PRIMARY

| Project | Record Player | Cassette Recorder | Audio Tape Recorder | Photocopier | Microfilm Reader | Microfiche Reader | Microfilm Printer | Microfiche Printer | Typewriters | Film Projector | Slide Projector | Filmstrip Projector | Poster Display Unit | Other Display Unit | Other | Computers | In House | Outside | Terminals | Access to Terminal |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| NNR-CEP | | X | X | X | X | X | X | | X | X | X | X | | X | | X | | | 0 | X |
| NR-BMA | X | X | | | | | | | X | X | X | X | | X | | 0 | | | 0 | 0 |
| CSDS-CC | | X | | | | | | | X | | | | | | | 0 | | | 0 | X |
| CST-CRL | | | X | | | | | | 2 | X | | | | | | X | | X | 0 | X |
| CL-CRC | X | X | X | X | X | | | | X | X | X | X | | | | 0 | | | 0 | 0 |
| TXU-EP-CS | | | | | | | | | 2 | | | | | | | 0 | | | 0 | X |
| AZU-CSC | X | X | | | | | | | X | | | | | | | 0 | | | 0 | X |
| CU-CPIP | | | | | | | | | | | | | | | | X | | X | 0 | X |
| CU-CHIC | X | 2 | 2 | | X | X | X | X | 4 | X | X | | X | X | | X | | X | 0 | X |
| CLU-CSRL | | X | | X | X | X | X | X | X | | X | | | | | X | | X | 0 | X |
| CU-SB-CTN | X | X | X | X | X | X | X | X | X | X | X | X | | | | X | | X | 0 | X |
| COMEXAZ | | | | | | | | | X | X | | | | | | 0 | | | 0 | 0 |
| NMU-ES | | X | | X | X | X | X | X | X | | | | | X | | X | | X | 0 | X |
| TXU-EP-IOH | | X | X | | | | | | X | | | | | | | 0 | | | | |
| TXU-MALP | X | X | X | X | X | X | | | X | | | | | X | X | X | | X | 0 | X |
| MIU-NCMH | | | | | | | | | X | | | | | | | 0 | | | X | |
| CNOS | X | X | X | X | X | X | X | X | X | | X | X | | | | X | | X | X | |
| MALDEF | | | | | | | | | | | | | | | | 0 | | | 0 | 0 |
| CLU-SSMHRC | | | | X | X | X | | | X | X | | | | | | X | | X | X | |
| PP | | | X | | | | | | X | | | | X | | | 0 | | | 0 | 0 |
| MSWC | X | X | | X | X | X | X | X | X | X | X | X | X | | X | X | X | | 0 | X |
| % | 36 | 59 | 40 | 40 | 45 | 40 | 31 | 27 | 86 | 40 | 36 | 27 | 13 | 22 | 9 | 50 | 9* | 90* | 13 | 54 |

68

NOTE: * based on 11 projects that use computers.

Table 37 (cont.)

EQUIPMENT - SECONDARY

| Project | Record Player | Cassette Recorder | Audio Tape Recorder | Photocopier | Microfilm Reader | Microfiche Reader | Microfilm Printer | Microfiche Printer | Typewriters | Film Projector | Slide Projector | Filmstrip Projector | Poster Display Unit | Other Display Unit | Other | Computers | In House | Outside | Terminals | Access to Terminal |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| BABEL | X | X | X | | | | | | X | X | X | X | | X | | 0 | | | 0 | 0 |
| BLA | X | | | X | | | | | | X | X | X | | | | 0 | | | 0 | X |
| NMM | | | | X | X | | | | X | | | | | | | 0 | | | 0 | 0 |
| LAL | | X | X | X | | | | | X | X | X | X | X | X | | 0 | | | 0 | X |
| NJR-LIBRO | X | X | X | X | | | | | X | X | X | X | X | | | X | X | | X | |
| PPL | X | X | X | X | | | | | X | X | X | X | X | | | X | X | | X | |
| LEER | | X | X | | | | | | X | | | X | | | | 0 | | | 0 | 0 |
| SHAT | X | X | | | | | | | X | | | | | X | | 0 | | | 0 | X |
| TUCS | | X | X | X | X | | | | X | X | X | X | | X | | 0 | | | 0 | 0 |
| ALAM | | | | | | | | | X | | | | | | | X | | X | X | |
| HSAL | X | X | X | X | X | X | | | X | | | | | | | X | X | | 0 | X |
| HUX | X | X | | X | X | X | X | X | X | X | X | X | X | | X | X | X | | 0 | X |
| % | 58 | 75 | 58 | 66 | 33 | 16 | 8 | 8 | 91 | 58 | 58 | 66 | 33 | 33 | 8 | 41 | 80* | 20* | 25 66 | 41 |

NOTE: * based on 5 projects that use computers.

Table 38

EQUIPMENT PRIMARY

| Project | # of types | Project | # of types |
|---|---|---|---|
| NNR-CEP | 11 | CU-SB-CTN | 12 |
| NR-BMA | 7 | COMEXAZ | 2 |
| CSDS-CC | 2 | NMU-ES | 8 |
| CST-CRL | 3 | TXU-EP-IOH | 3 |
| CL-CRC | 9 | TXU-MALP | 9 |
| TXU-EP-CS | 2 | MIU-NCMH | 1 |
| AZU-CSC | 3 | CNOS | 11 |
| CU-CHIC | 12 | CLU-SSMHRC | 5 |
| CLU-CSRL | 8 | PP | 3 |
| | | MSWC | 13 |

5.63

SECONDARY

| Project | # of types |
|---|---|
| BABEL | 8 |
| BLA | 5 |
| NMM | 3 |
| LAL | 9 |
| NJR-LIBRO | 9 |
| PPL | 9 |
| LEER | 4 |
| SHAT | 4 |
| TUCS | 9 |
| ALAM | 1 |
| HSAL | 7 |
| HUC | 13 |
| | 6.75 |

## II. SUMMARY

The data presented in the last section will be summarized and discussed in relation to a Hispanic Consortium. This discussion will be organized into the following sections: .General Descriptions

.Staff

.Collections

.Bibliograhic Access

.Delivery Systems

.Facilities and Equipment

Included in this discussion will be criteria which will be used in the selection of consortium members.

General Descriptions

In the introduction we stated that the goal of this survey was to identify and profile bibliographic projects which have made significant efforts to improve access to research materials by and about Hispanics. The decision not to survey major research libraries was based on the premise that while these libraries may have materials concerning Hispanics unless they have made special provisions for the acquisition and selection of these materials their collections were most likely not comprehensive or even representative. Additionally, even if they had materials on Hispanics, without specialized bibliographic mechanisms the materials in question would be scattered throughout the collections and generally inaccessible. A more efficient and fruitful approach was to first survey those projects that specialized in information systems geared to the needs of Hispanics.

One of the initial findings of the survey was that projects could be grouped into those which focused primarily on Hispanics within the U.S. and those that had a different but related focus. The data presented in the first section of this report demonstrates a marked difference between these two groups of projects. While not discounting the potential value of secondary projects,the initial membership of the consortium should consist of primary projects. This will allow us to concentrate on our primary target area and not concern ourselve with how to extract relevant bibliographic information from related sources. It will also allow us to make more prcise estimates on the amount of material that we are dealing with. The following information will then deal with primary projects.

Criteria I. PROJECTS MUST FOCUS ON HISPANICS WITHIN THE U.S.

Primary projects started emerging in the late 1960's to fill a need which had not been met by traditional bibliographic institutions (libraries, indexing journals). Many of these projects were initiated by students and some were developed only after threats of violence. Roberto Haro states:

> College student respondents were adamant about the need for new methods and practices in college library collection and service policies as they affected Chicanos. Seventy-seven (77) percent of the college students interviewed believed that ordering more library materials was not the sole answer to their needs. "Library Services to Mexican Americans," El Grito, Vol. 3, No. 3 (Spring 1970), pp. 30-37.

The first efforts of these projects focused on providing materials to support curriculum. During this same period general bibliographies were being developed on Mexican Americans, Puerto Ricans and other ethnic groups. These general bibliographies have given way to more specialized bibliographic projects e.g. mental health, designed to support research efforts as well as curriculum needs. These in turn seem to be giving way to cooperative and networking activities in which these same projects are engaged in.

Not all of the primary projects surveyed have made significant efforts to improve bibliographic access to Hispanic materials. Those that have can be described as specialized separate efforts which may or may not be part of a library. Their principal functions are serving as libraries, reference centers and indexing projects. Most consider themselves to be at an operational level. The majority are associated with institutions of higher education. As a general rule, they give special emphasis to individuals related to their parent institutions but serve the public also. Their clientele is generally local and Hispanic, although a few projects reported international visitors. These projects are generally open between 9am and 5 pm Monday through Friday. A substantial number of the projects reported a wide range of services from giving tours to publishing bibliographic tools. Additionally, they are engaged in and planning activities which range from developing access tools to building archival collections. Some of these activities are being coordinated with other projects while others overlap with those of a different project without any communication between the two. The projects are generally funded by state funds. Discussions with the directors of some of these projects revealed very low funding levels. Projects belonged to both Hispanic and non-Hispanic organizations and consortia.

Staff

Staff is important in the planning, development and delivery of service. Projects have professional, nonprofessional and occassional staff which are usually bilingual. Staff should have a good understanding of both the collections and the subject area in order to assist users.

Criteria 2: PROJECTS MUST HAVE AT LEAST ONE STAFF WORKING ON THEIR PROJECT.

Collections

The collections of the projects are a critical area of concern in the development of a Hispanic Consortium. The collections can be broken doen into two groups: those that are general and cover a variety of subject areas; and those that are limited to a subject area or specific kind of format. Many of the general collections have a significant range of types of materials which cover from monographs to posters. The presence of a variety of types of materials which include archival and microform collections is an indication of the development of comprehensive research collections. The level of comprehensiveness has a direct correlation between whether a project will be able to supply specific information to a particular user.

The projects that have limited themselves to a specific subject area e.g. SSMHRC, mental health, and those that are limiting their collections to specific format of materials e.g. CU-CPIP, are developing important specialized collections. Emphasis on particular subjects or formats also occurr within the general collections.

The majority of the projects collect materials covering the period prior to the 1700's.Most of the projects have unique and identifiable suject strengths. Many of the subject strengths overlap among the projects surveyed. The unique materials and identifiable subject strengths will play an important role in the selection and development of the consortium. Additionally, the majority of the materials are in English. Although most of the projects do not have their materials microfilmed, most have their materials bound.

Criteria 3: GENERAL COLLECTIONS MUST HAVE IDENTIFIABLE SUBJECT STRENGTHS AND A VARIETY OF TYPES OF MATERIALS.

Criteria 4: SUBJECT OR FORMAT COLLECTIONS MUST BE COMPREHENSIVE IN SCOPE.

Criteria 5: COLLECTIONS MUST HAVE REPORTED A MINIMUM OF 2,000 ITEMS.

Bibliographic Access

The vast majority of the projects surveyed catalogued their materials. The mechanism most often used to provide access to their holdings is the divided card catalogue, with author, title, subjects and shelf list entries. A few reported specialized catalogues such as chronological listings of serials. Some of the projects reported that they have machine readable records. The majority of the cards for the card catalogue were being prepared in house, while those not being produced in house were usually produced by OCLC. Almost without exception projects had catalogues (card or book format) which

were separate from the general library of the institution they were affiliated with. Some projects have their holdings both in their specialized catalogue and listed in the catalogue of their parent institution while others only have specialized catalogues. Holdings that are not identified in the parent institutions catalogues may be overlooked if there is no link between the projects holdings and the parent institutions catalogue.

The materials catalogued tend to be monographs, periodicals, government documents, theses/dissertations and cassetts. The majority of the catalogued material is ~~is~~ classified by the Library of Congress Classification System. A few reported in-house classification systems, one of which is based on LC. The problem with the Library of Congress Classification System is that it puts the majority of the works dealing with Hispanics under E 185. Although this brings most of the material into the same general area it does not allow for any specificity while browsing the collections. Additionally some topics such as Hispanic literature is integrated into both American Literature and Spanish American Literature depending on whether it is in English or Spanish. Even within these two catagories they are treated differently. Since classification is a way of generally organizing materials physically it will not play a major role in the development of the Hispanic Consortium since different projects will have different location codes. The Chicano Studies Library at Berkeley has modified LC to make it more compadible with the Chicano Experience. The result is that the materials are spread out throughout the clssification system and not heavily concentrated under E 185.

The majority of the projects also reported providing subject access. While many used LC Subject Headings most of the projects used either in-house subject headings or alternatives developed from another source. This is important because it once again points to the inadequacy of the LC system to describe intellectual access to materials. LC subject headings tend to be either too broad or to precise. Many times although there is an appropriate heading for a given book the indexer does not give it a specific enough heading. The end result is that under some subject headings there is too many materials while under others the headings are too narrow. The result is that users must carry out very inefficient searches to obtain materials. A projects use of alternative subject systems then may be viewed as a way of providing sophisticated bibliographic tools so that users can more efficiently find desired information.On the other hand an alternative system may not be any more atuned to the needs of Hispanics only more simple than

Since there is no single tool that comprehensively covers Hispanic literature projects have a limited amount of other bibliographic devises that assist the user

in finding needed information. The lack of well developed bibliographic tools also has been a factor in the decision of these projects to develop many bibliographic tools. Some of these tools are becoming more sophisticated. The use of the computer is emerging as a way that information can be not only shared between more users but that information can be manipulated as a means of enhancing the searching process.

Criteria 6: PROJECTS MUST CATALOGUE THEIR MATERIAL.

Criteria 7: PROJECTS MUST BE WILLING TO NEGOCIATE THE USE OF AN AGREED ON BIBLIOGRAPHIC RECORD (structure and content).

Criteria 8: PROJECTS MUST BE WILLING TO ADOPT AN AGREED ON SUBJECT DESCRIPTION SYSTEM.

Delivery Systems

The projects deliver the information to users through different processes including: physcial access to materials, circulation, interlibrary loan, reference services, and document delivery. Although a large number of projects circulate their material,many do not. Surprisingly even a smaller number make use of the inter-library loan system. Many of the projects offer reference services ranging from telephone calls to computer searches. Some projects make copies of documents for users while others provide users with information on where they can obtain copies. Projects with some of their collections on microform should be encouraged to circulate their collections through ILL. Those with unique materials should attempt to have their materials microfilmed so they could be used by a wider range of individuals.

Criteria 9: PROJECTS MUST PROVIDE ONE OF THE FOLLOWING DELIVERY SYSTEMS: CIRCULATION, ILL, REFERENCE SERVICES, DOCUMENT DELIVERY.

Facilities and Equipment

Since many of the projects have materials which do not circulate it is essential that they be located in a facility that is accessible to users or that the material that they index is available elsewhere. While all of the projects have reported having at least one room devoted to their bibliographic project only a few have adequate facilities. Likewise projects should have proper equipment for the use of their collections (some projects reported owning microfilm but did not have a microfilm reader).

Criteria 10: PROJECTS MUST HAVE A SET LOCATION.

## III. RECOMMENDATIONS

Before giving preliminary recommendations on which projects should be included in the Hispanic Consortium it is necessary to give a brief 1) overview of the status of bibliograhic access to Hispanic materials 2) the need for a mechanism to ameliorate this condition and 3) a brief outline of the structure and function of such a mechanism.

The Status of Hispanic Bibliograhic Access

Hispanic materials are located within the following sources:

- Personal Papers
- Public Agencies
  - Traditional Libraries
  - Latin American Collections
  - Ethnic Studies Collections
  - Regional Libraries and Collections
  - Governmental Agencies
  - Special Collections within larger libraries
- Private Agencies
  - Private libraries
  - Indexing and Abstracting Services
- Hispanic Organizations
  - Hispanic Bibliographic Projects
- Bibliographical Data Bases

Separately none of these sources have complete resources on Hispanics. Futhermore, none of these sources have comprehensive bibliographical indexes for all the material they collect. The result is that Hispanic materials are scattered among various geographical dispersed sources with inadequate bibliographic sontrol. This report documents that Hispanic bibliographic projects have identified, acquired, organized and made available a substantial amount of information on Hispanics. Currently the Hispanic Bibliography Project and the Spanish Speaking Mental Health Research Center are compiling information on data bases which contain relevant information on Hispanics. Preliminary indications of these efforts is that there is a substantial amount of information concerning Hispanics within these data bases. Due to the fact that these data bases are primarily produced by traditional indexing services and libraries and the fact that most of these have failed to incorporate Hispanic materials, these data bases are often unrepresentative of current and historical works concerning Hispanics.

Hispanic works that are included in the data bases are often indexed poorly indexed because of inadequate indexing procedures, tools and inadequate knowledge of indexers. The fact that these data bases are machine readable sometimes makes it possible to identify poorly indexed materials by using titles and abstracts. In summary, the bibliographic status of Hispanic materials can be characterized by the despersion of materials and the lack of an effective, relevant and efficient comprehensive bibliographic mechanism which identifies all Hispanic materials.

A Comprehensive Bibliographical Tool for Hispanic Materials

In order to provide access to Hispanic materials a comprehensive bibliographic tool is needed. Such a tool should be created to maximize the access to the materials identified and organized by both Hispanic bibliographic projects and relevant data bases. At the same time care must be taken to minimize the amount of dupication of resources that are part of developing access to Hispanic materials. In order for this to be carried out a consortium of Hispanic Projects is needed. Bibliographic projects have been cooperating for years by utilizing the concept of interlibrary loan. However within the past ten years the number of activities which these projects are envolved in has dramatically increased. This increased cooperation is in part the result of an information explotion within our society which libraries have been unable to keep up with. At the same time information has been increasing, resources for the collection and organization of resources has been declining. Thus to a certain extent the increased activity in the area of bibliographic cooperation has been out of necessity. The Directory of Academic Library Consortia is a demonstration of the number of library consortia which are operational. The goals of these consortia are succiently stated by Joseph Becker and Wallace C. Olsen:

> The objective of such cases is to transform a loose confederation of information systems into a formal information system that will be greater than its parts. "Information Networks," Annual Review of Information Science and Technology, Vol. 3 (1968), pp. 291..

Minorities have also begun to develop bibliographic consortia. A few are listed below:

Afro-Americans

Afro American Materials Project

Collection and Evaluation of Materials on Black Americans (CEMBA)

A National Network for the Acquisition, Organization, Processing, and Dissemination of Materials By and About Blacks (Proposal)

Native Americans

National Indian Education Library Project

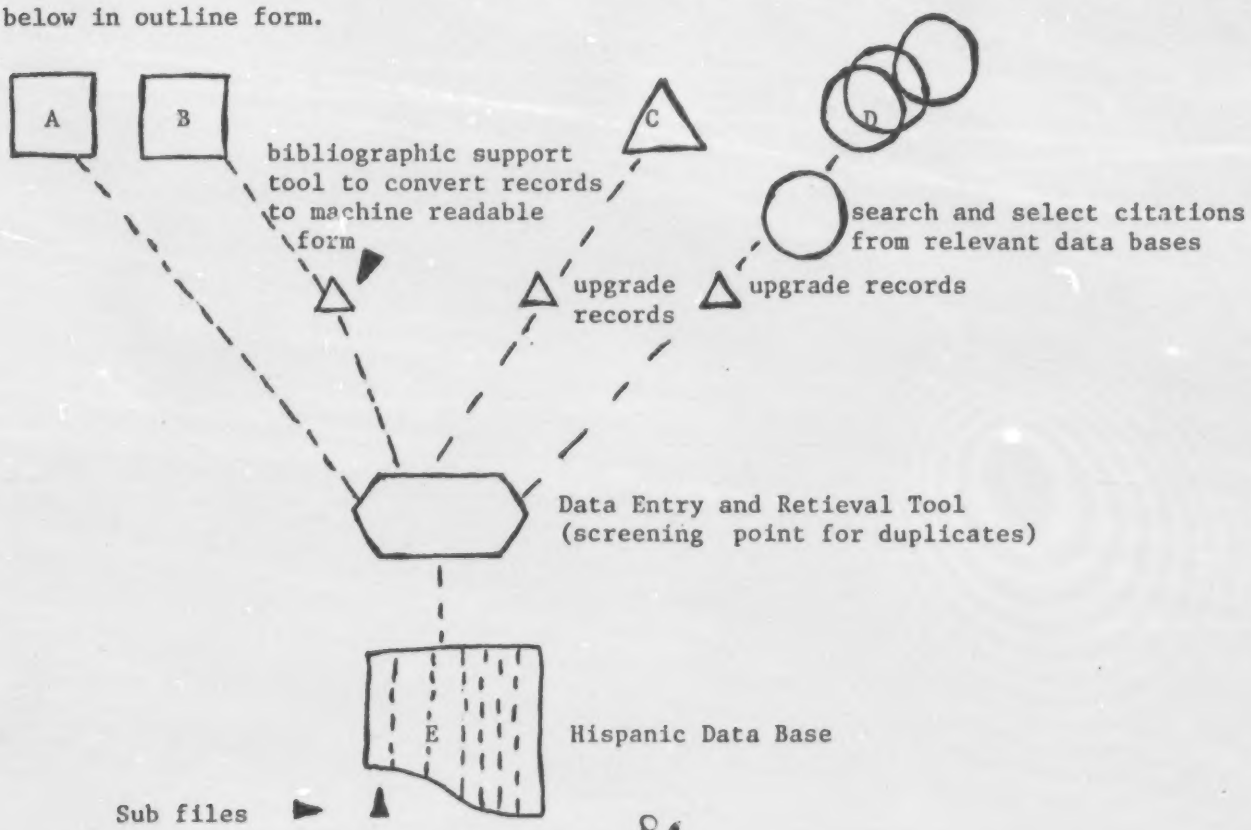
BIA Library Plan

Hispanic

Chicano Periodical Index Project

Although a consortiums objective may be to improve access to information, it only offers the political mechanism for accomplishing this goal. In order for the consortium to effectively address the problems of bibliographic access, it needs to develop a tool(s) for addressing its goals. The unending development of collecting and disseminating information has lead most bibliographic projects to use computers in both the creation and retrieval of bibliographic records. The outcome of the use of computers has been the development of bibliographic data bases. Perhaps the most relevant example of a bibliographic data base which attempts to gather information using a decentralized approach is the ERIC system. ERIC is an information analysis center which acquires, organizes and disseminates information in educationally related areas. This is accomplished through the development of the ERIC Data Base and other analytical and bibliographical tools.

It is recommended that the Hispanic Consortium develop a Hispanic Data Base which would utilize both the materials from their own collections and materials in existing relevant data bases. In order for this to be accomplished a decentralized system is recommended. The structure of this system is presented below in outline form.



A represents those members of the consortium without machine readable records which prefer to convert their records into machine readable form through a common bibliographic support tool. As shown in the diagram this tool will be both a data entry and retrieval tool.

B represents those members of the consortium without machine readable records that wish to use an alternative bibliograhic support tool to produce machine readable records before having their collections (sub files) merged with the rest of the consortiums records.

C represents those members of the consortium which presently have machine readable records. These records will be upgraded to meet the standards agreed upon by members of the consortium. After upgrading these records will be merged with the rest of the consortiums records.

D represents data bases with a substantial amount of Hispanic materials. These data bases will be searched for relevant bibliographic records. These records in turn will be upgraded before being merged with the rest of the consortiums records.

All machine readable records will need to be screened for proper format and for possible duplicate entries. Non-machine readable records will have to be entered according to an agreed upon standard, as well as being screened for possible duplicate entries.

E This is the sum total of the consortiums records. At least one existing software allows for the maintanence of separate sub files within an Hispanic Data Base. Under this kind of system separate searching of a particular subfile or the complete file would be feasible.

The functions of the consortium are listed below:

- Identification of Hispanic materials
- Selection and acquisition of Hispanic materials
- Organization and preservation of Hispanic materials
- Users services for Hispanic materials
  - Bibliographic tools
    - Hispanic Data Base
    - Bibliographie and Indexes
  - Reference services
  - Training (both for users and producers of system)
  - Interlibrary loan or possible document delivery service for selected materials.
- Service as a mechanism that would promote increased cooperation in both the development and use of Hispanic collections and bibliographic access tools.

A more detailed description of this model will be addressed in the next report which will be a prospectus for a Hispanic consortium to develop an Hispanic Data Base. Both the Hispanic Bibliography Information Storage and Retrieval Meeting and the results of the survey show support for the development of a Hispanic Data Base. The need for an Hispanic Consortium developing such a tool was

summarized by Marta Cotera:

> In the past, in order to get a realistic portrayal of our people, we had to publish our own books and establish our own libraries. Now we must establish data banks and networks that are relevant to Spanish Speaking people. Procedings of the Seminario on Library and Information Services for the Spanish Speaking; A Contribution to the Arizona Pre White House Conference, 1978, p. 158.

Preliminary Recommendations

Preliminary Recommendations

Based on the propsed model presented above it is recommended that the following criteria be adopted as a way of selecting participants for the consortium.

1. Projects must focus on Hispanics within the U.S.
2. Projects must have at least one staff working on their project.
3. General Collections must have identifiable subject strengths and a variety of types of materials.
4. Suject or format collections must be comprehensive in scope.
5. Collections must have reported a minimum of 2,000 items.
6. Projects must catalogue their material.
7. Projects must be willing to negociate the use of an agreed on bibliographic record
8. Projects must be willing to adopt an agreed on subject description system.
9. Projects must provide one of the following delivery systems: circulation; ILL; reference services; document delivery.
10. Projects must have a set location.
11. Projects must have expressed an interest in being a full supporting member of the consortium.

Based on this criteria the following projects are tentatively recommended for inclusion into an Hispanic Consortium.

Biblioteca del Centro de Estudios Puertorriquenos

Chicano Collection

Chicano Reference Library

Chicano Services

Chicano Studies Collection

Chicano Studies Library

Chicano Periodical Index Project

Chicano Studies Research Library

Coleccion Tloque Nahuaque

Ethnic Studies Section

National Chicano Mental Health Library

Policy Studies Library

Spanish Speaking Mental Health Research Center

Mexico and the Southwest Collection

Table 39

INTERESTED IN PARTICIPATION IN CONSORTIUM

BEING A FULL SUPPORTING MEMBER

| | | | |
|---|---|---|---|
| AZU-CSC | CSDS-CC | HSAL | MSWC |
| BABEL | CST-CRL | HUC | NMU-ES |
| CLU-CSRL | CU-CHIC | LAL | NNR-CEP |
| CLU-SSMHRC | CU-CPIP | MALDEF | SHAT |
| COMEXAZ | CU-SB-CTN | MIU-NCMH | TXU-EP-CS |

ONLY IN SERVICES OUTLINED BELOW

| | |
|---|---|
| BLA | PPL |
| MNM | TUCS |
| CNOS | TXU-MALP |
| PP | TXU-IOH |

WOULD LIKE TO BE KEPT INFORMED

CL-CRC
CLSU-SOC
LEER
NR-BMA

Conditions for particpation will have to be formulated and sent to recommended participants. A formal letter of agreement should then be signed before the final composition of of the consortium is determined.

APPENDIX A

Hispanic Bibliography and Information
Storage and Retrieval Project

School of Library and Information Studies
118 South Hall
University of California
Berkeley, California 94720

On November 30 and December 1, 1978, The National Chicano Research Network sponsored the Hispanic Bibliography and Information Storage and Retrieval Meeting. Sixteen Hispanics from various academic, library, and related professional research fields met at UCLA's Spanish Speaking Mental Health Research Center to discuss the need and prospects for developing a comprehensive system for accessing the burgeoning information on Hispanic concerns in this country. The participants discussed the pressing need to work collectively to establish the principles and guidelines to be utilized in the development of a national data base/clearinghouse for information related to Hispanics.

The discussions covered the following spectrum of concerns: 1) The substantial and expanding growth of print and nonprint materials related to Hispanics; 2) The inadequacy of traditional bibliographic tools and information accessing retrieval systems for meeting the needs of Hispanic users; 3) The increasing number of Hispanic collections developed by various institutions, agencies and groups; 4) The impact of technology, (particularly computer related technology) upon the storage and retrieval of information related to Hispanics.

The outcome of the Los Angeles meeting was the initiation of the Hispanic Bibliography Information Storage and Retrieval Project. This project seeks to initially explore the possibilities of developing a consortium of institutions which would create a national Hispanic data base. In order to develop criteria for the composition of the consortium it was decided to survey existing Hispanic information projects. The results of this survey will not only enable us to assess the status of Hispanic collections in the U.S., but it will give us the data to compile a directory of these collections. This will be made available to all those who complete this questionnaire at no cost. Additionally any analytical reports compiled by the project will be made available to those who return the questionnaire.

Since we are on a very tight schedule, a speedy reply will be greatly appreciated. We are requesting completed questionnaire to be sent by March 12, 1979 to the address shown above.

In order to facilitate answering the questionnaire most responses need only be checked. If you have any questions regarding the project or the questionnaire please contact Richard Chabran at (415) 549-2394. We would like to thank you in advance for your time and consideration.

Sincerely yours,

Richard Chabran
Project Manager

Hispanic Bibliography and Information
Storage and Retrieval Project Questionnaire

Name of Library/Project_____ Official Address_____

Contact Person _____ Address Continued_____

Location if different from official address_____

Regular Operating Hours i.e. M-F, 8-5 _____ Telephone_____
Director/Coordinator_____ Date Founded_____
Name of Parent Body_____
(department, institute, etc. if not indicated above)

STAFF COMPOSITION

| | Name | FTE | Degree Earned | Level (entry, middle, senior) | Bilingual (yes,no) |
|---|---|---|---|---|---|
| 1. Professional | | | | | |
| | | | | | |
| | | | | | |
| 2. Staff | | | | | |
| | | | | | |
| | | | | | |
| 3. Occasional (Workstudy etc.) | | | | | |
| | | | | | |
| | | | | | |

Clientele Served

(Check as many as applicable)
1. __Researchers__Faculty__Graduate Students__Undergraduate Students__Public__Other specify
2. Do you emphasize service to any group named above? __yes __no
3. If yes, specify_____
4. What percentage of your clientele are of Hispanic origin? _____
5. Please estimate the number of daily users. _____

Area Served

(Check as many as applicable)
1. ____City ____State ____Regional ____National

Library Services

(Check as many as applicable)
1. __Tours__Lectures__Interlibrary Loan__User Orientation Programs__Special Topic Workshops
__Photocopying__Library Instruction__Guides__Publications__Exhibits__Other, specify_____

Organizational Characteristics

1. What is the principal function of your project:_____Bibliographic Center
_____Reference Center_____Clearinghouse_____Indexing Project_____Library
_____Information and Referral Center_____Other specify _____
2. At what level would you describe your project: _____Planning Stage_____Developmental Stage
_____Operational Stage
3. What current projects are you working on? _____
_____
_____
4. What projects are you planning to work on? _____
_____
_____
5. What is your budget for:_____Acquisitions_____Staff_____Supplies
6. What is the source of your budget? (Check as many as applicable)
__State__Federal__Local__Private__Dues__Contributions__Other, specify_____

7. Name organizations, associations, or networks that your library/project is a member of, or involved in.

_____

_____

| Collections | # Of Items | Cataloged yes/no | | # Of Items | Cataloged yes/no |
|---|---|---|---|---|---|
| 1. Monographs | _____ | _____ | Periodicals | _____ | _____ |
| Newspapers | _____ | _____ | Government Documents | _____ | _____ |
| 16 mm films | _____ | _____ | Theses/dissertations | _____ | _____ |
| Records | _____ | _____ | Audio Tapes | _____ | _____ |
| Cassettes | _____ | _____ | Video Tapes | _____ | _____ |
| Posters | _____ | _____ | Transparencies | _____ | _____ |
| Maps | _____ | _____ | Student Papers | _____ | _____ |
| Paintings | _____ | _____ | Pamphlets/Articles | _____ | _____ |
| Microfilm | _____ | _____ | Archival Collections | _____ | _____ |
| Microfiche | _____ | _____ | Oral History Collections | _____ | _____ |
| Manuscripts | _____ | _____ | | | |
| Other specify | _____ | _____ | | | |

2. Do you have a collection development or selection policy _____yes _____no
3. If yes, please state briefly or attach policy statement. _____

_____

_____

4. Time Span cover by collection _____
5. If retrospective give % of collection which is _____current _____retrospective.
6. Approximately what % of items in your collection are in Spanish? _____
7. Does your library have material microfilmed? __yes __no 8. If yes, is it for sale? __yes __no
9. Does your library have materials bound? ___yes ___no
10. Does your library collect unique materials? ___yes ___no
    If yes, describe them (Include special collections).

_____

_____

_____

11. List here, in order of importance, the subject areas which are the strongest part of your collection i.e. mental health.

_____ _____

_____ _____

_____ _____

Bibliographic Access

1. Are your materials catalogued? ___yes ___no
2. If yes, Catalogue: a. Type is: Dictionary___ Divided___
   b. Format is: On Line___ On Cards___ Book___ Microform___
3. Entry Points: (Check as many as applicable)

   Author___ Title___ Subject___ Shelf List___ Other___ (please specify)_____
4. Is collection classified? ___yes ___no
5. If yes, are you using: Library of Congress___Dewey___Classification scheme developed in house, specify:_____ Other, specify_____
6. Does your catalogue have subject access? ___yes ___no
7. If yes, are you using: Library of Congress_____Sears_____Dewey_____
   Subject Headings developed in house, specify_____
   Other, specify_____
8. Is there an authority file? Specify _____
9. Approximate # of subject headings _____
10. Are your catalog cards produced: In house_____ Outside source: _____ (specify)
11. Are you a member of: OCLC_____ Ballots_____ Other library cataloguing system_____

12. Who catalogs your materials? _____ In house professional staff
_____ In house non-professional staff
_____ Outside library services Specify_____

13. What is the extent of backlog in cataloguing?
_____ 25% or less _____50% or less _____75% or less _____95% or less

14. Are there instructions for patron use of the catalog? ___yes ___no

15. Do you have any of the following special finding tools for your collection?

Special bibliographies_____ Accessions Lists_____ Union Catalogs_____
Current Awareness Tools_____ Periodical Indexes_____ Other_____

16. Are any of these bilingual? _____yes _____no

Circulation

1. Does your collection circulate? __yes __no 2. To whom does it circulate:_____
_____ _____ _____ _____ _____ _____

3. How long does it circulate? ___day ___week ___month ___other, specify_____
4. Do you have interlibrary loan services? _____yes _____no
5. What kind of materials are not loaned under this service?_____
6. Percentage of use of collection/project._____In library _____Outside of Library

Reference Services

1. Do you answer reference questions? __yes __no 2. If yes, this service is provided:
___ only in person ___by phone
___ written requests

3. Do you do manual searches for your clientele? _____yes _____no
4. If yes, the cost is_____
5. Do you provide computerized search services?__yes __no
6. If yes, the cost is approximately_____
7. Does staff provide information about:
_____Information and Referral (life need questions)
_____Referral to scholars or other sources of information (excluding their collection)
8. What is the most common subject inquired about from your project/library?_____
9. Traditional reference works are: ___in collection ___in collection near by
___not available at all ___other, specify
10. The following major libraries are close by:_____

Facilities and Equipment

1. Does your project library have __separate building __share building with others
__other, specify_____
2. Please give number of rooms used by collection/project_____
3. Do you have the following items:

| | | | |
|---|---|---|---|
| Record Player | _____ | Typewriters | _____ |
| Cassette Recorder | _____ | Microfiche Printer | _____ |
| Audio tape Recorder | _____ | Film Projector | _____ |
| Photocopier | _____ | Slide Projector | _____ |
| Microfilm Reader | _____ | Filmstrip Projector | _____ |
| Microfilm Printer | _____ | Poster display unit | _____ |
| Microfiche Reader | _____ | Other display units | _____ |
| | | Other, specify | _____ |

4. Are computers used in any of your services? ___yes ___no
5. If yes, what are they used for?_____
_____
_____

6. Do you currently have any inhouse computer terminals? ___yes ___no
If no, do you have access to one? ___yes ___no

Checklist of items requested. Please forward with questionnaire.

___ Circulation/use statistics
___ Organizational Chart
___ Publications and Guides
___ Reports
___ Collection or selection statement
___ Sample of following catalog cards

. Monograph
. Periodical
. Newspaper
. Articles
. Pamphlets
. Government documents
. Other, specify_____

**********

If a consortium of hispanic collections were developed to create a hispanic data base would you be interested in:

_____ Being a full supporting member.
_____ Only in services outlined below.

___ Cataloging
___ Interlibrary loan
___ Reference
___ Computer searches
___ Other, specify _____

_____ Would like to be kept informed

Comments:

_____

_____

_____

Name of person filing in form_____ Position_____

CURRENT ACTIVITIES

APPENDIX B

BIBLIOGRAPHIC ACTIVITIES

| | |
|---|---|
| Addendum to La Raza Bibliography | CNOS |
| Annotated Bibliography of Hispanic Mental Health | CLU-SSMHRC |
| Bibliography of Admission Practices in Higher Education | CLU-CSRL |
| Bibliography of Bilingual/Bicultural Education | CLU-CSRL |
| Bibliography of Chicano/Raza Serials | CU-CHIC |
| Bibliography of Immigration | CLU-CSRL |
| Bibliography of Literary Criticism | CU- CHIC |
| Chicano Literature/Literary Criticism File and Index | CU-SB-CTN |
| Bibliography of Music | CLU-CSRL |
| Bibliography of Newspaper Articles on the Spanish Speaking Community within the City of Rochester, New York | NR-BMA |
| Bibliography of Reference Materials | CLU-CSRL |
| Bibliography of Theses/Dissertations | CLU-CSRL, CU-CHIC |
| Chicano Data Base | TXU-MALP |
| Chicano Periodical Index | CU-CHIC, CU-CPIP, CLU-CSRL CU-SB-CTN, NMU-ES, TXU-MALP |
| Indexing Chicano Periodicals | CL-CRC |
| Indexing Chicano Periodical Literature in Non-Chicano Publications | TXU-EP-CS |
| Chicano Thesaurus | CU-SB-CTN, CU-CHIC |
| Classifying and Cataloguing Materials | CU-CPIP, CLU-SCRL, CSDS-CC MIU-NCMH |
| Computerized List of Holdings | CSDS-CC |
| Computerized List of Medieval and Golden Age Drama Manuscripts | HSAL |
| Correction of Merged Data of EBC and Oakland Public Libraries | ALAM |
| Directory of Chicano Studies Organizations | TXU-EP-CS |
| Directory of Raza Community Organizations in Berkeley, Oakland and San Francisco | CU-CHIC |
| Guide for Archival Materials | NNR-CEP, CU-CHIC |
| Indexing Mexican American Material under sixteen different headings in ERIC | MSWC |
| List of Bilingual books in collection | PPL |
| National Directory of Chicano Faculty and Research | CLU-CSRL |

## BIBLIOGRAPHIC ACTIVITIES CONT.

| | |
|---|---|
| News Monitoring Service | COMEXAZ |
| Proyecto LEER Bulletin | LEER |
| Reorganizing Chicano Reference works | LAL |
| Reclassifying Collection on OCLC | NNR-CEP |
| Seniannual Bookletter | SHAT |
| Subject Indexing all Holdings | MIU-NCMH |
| UNION LIST | TXU-MALP |

## COLLECTIONS DEVELOPMENT ACTIVITIES

| | |
|---|---|
| Acquiring New Acquistions | MIU-NCMH |
| Acquisition of Archival Collections | TXU-MALP |
| Archival Biographical Material on Arizona Artists, Collectors, Movements, Art Organizations | TUCS |
| Collection Books about Mental Health and Social Problems of Mexican Americans | CLSU-SOC |
| Collection of Spanish Paperbacks and Magazines at Villa Park Recreation Center used heavily by Spanish Speaking Residents | PPL |
| File of Current Newspaper Clippings | NNR-CEP |
| Microfilming Chicano/Raza Serials | CU-CHIC |
| Ruben Salazar Project | CU-CHIC |
| Update of Verticle File | LAL |
| Updating Serials File | TXU-MALP |

## PLANNED ACTIVITIES

### BIBLIOGRAPHIC ACTIVITIES

| | |
|---|---|
| Authority Control System | ALAM |
| Bibliography | TXU-MALP, NJR-LIBRO |
| Bibliography on Women in Labor | CLU-CSRL |
| Chicano Art Exhibit Catalog | CU-SB-CTN |
| Computer Base for Subject/Author List | MIU-NCMH |
| Expansion of Subject List | ALAM |
| Guide to the Chicano Studies Library Microfilm Serials Collection | NMU-ES |
| Indexes for most important and heavily used Periodicals | NNR-CEP |
| List of Subject Headings | TXU-MALP |
| RLIN/BALLOTS Interface | ALAM |
| Subject Bibliographies of Libraries Holdings in Areas in most demand | NNR-CEP |
| Update our Chicano Booklist | PPL |

### COLLECTIONS DEVELOPMENT ACTIVITIES

| | |
|---|---|
| Archive of Spanish-Language and English-Language publications covering Chicano and other Latinos in United States | LAL |
| Chicano Studies Collection | TXU-EP-CS |
| Searching Out of Print Titles | TXU-EP-CS |
| Setting up the Archives | TUCS |

## OTHER ACTIVITIES

| | |
|---|---|
| Analysis of Impact of Los Angeles School District on Chicanos | HUC |
| Audiovisual guide to the Chicano Studies Library | CU-CHIC |
| Childrens Series | PP |
| Curriculum kits and suitcase exhibits for school use | SHAT |
| Film Festival | CL-CRC |
| Grant Research and Proposal Writing | CSDS-CC |
| Hispanic Political Participation in California as seen through the Humanities | MALDEF |
| Inventory of needs of Spanish Speaking | NJR-LIBRO |
| Mexican American Naturalization | MALDEF |
| Oral History Interviews | MSWC |
| Publicize Service to Spanish Speaking | PPL |
| Re-establish Spanish Book deposit at El Centro de Informacion | PPL |
| Standarized Test and Hispanic Culture | MALDEF |
| Values and Ethics | MALDEF |
| Workshops | CL-CRC |

| | |
|---|---|
| Border Labor History | TXU-EP-IOH |
| Chicano Library Research Skills Manual | CU-SB-CTN |
| Compiling and Writing Monographs in the fields of Education and the Impact on Chicanos e.g. Bilingual Education, Proposition 13, and Desegregation | HUC |
| Conflict Theory and Educational Equity | MALDEF |
| Cuadros (Los) de Costumbre de Jorge Ulica | CU-CHIC |
| General History of the U.S.- Mexican Border | TXU-EP-IOH |
| History of El Paso - Juarez | TXU-EP-IOH |
| History of Mexican-Americans in El Paso | TXU-EP-IOH |
| Increasing Hispanic student access to collection | SHAT |
| Law School Admissions Study | MALDEF |
| Library brochure in Spanish | PPL |
| Library Training Institutes for Services to the Spanish Speaking | NJR-LIBRO, LEER |
| MLS Program in conjunction with Merit Center Temple University | NJR-LIBRO |
| Newsletter | CL-CRC |
| Preparation for Cinco de Mayo | LAL |
| Providing College classes | CL-CRC |
| Research opportunities for Minorities and Women | MALDEF |
| Teacher Training Institutes | LEER |
| Work flow Reorganization | LAL |